

# SECRETARIAL NOTES

*of the*

## Fourteenth Annual Conference

OF THE NATIONAL ASSOCIATION OF

## Deans and Advisers of Men



HELD AT

UNIVERSITY OF CALIFORNIA

Los Angeles, California

July 25, 26, 27, 28, 1932

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Republican Publishing Co., Lawrence, Kansas

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# PROGRAM

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**Monday, July 25**

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## MORNING

**9:30 a.m.—Registration—Room 214, Royce Hall.**

**10:00 a.m.—First Session—Room 100, Educational Building.**

**Address of Welcome—Provost Ernest C. Moore, University of California at Los Angeles.**

**Response—H. E. Lobdell, Massachusetts Institute of Technology.**

**Announcements—Earl J. Miller, University of California at Los Angeles.**

**10:30 a.m.—Student Loans.**

1. Question of Policy in Granting Student Loans—Arthur G. Coons, Occidental College.  
Discussion.
2. The Bucknell Loan Fund Plan—R. H. Rivenberg, Bucknell University.  
Discussion.

**11:30 a.m.—Surf Bathing and Luncheon at Beach Club.**

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## AFTERNOON

**2:30 p.m.—The College Fraternity.**

1. Cooperative Buying for Fraternities—U. S. Dubach, Oregon State College.  
Discussion.
2. The College Fraternity as a Moral and Spiritual Force on our Campus—Floyd Field, Georgia School of Technology.  
Discussion.

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## EVENING

**7:30 p.m.—Smoker—Men's Lounge—Kerckhoff Hall.**



**Tuesday, July 26**

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**MORNING****9:30 a.m.—Individual Counselling.**

1. **Present Trends in Vocational Counselling—Hurford E. Stone, University of California at Los Angeles.**  
Discussion.
2. **Individual Case Studies—W. V. Lovitt, Colorado College.**  
Discussion.

**11:00 a.m.—Auto trip to Pomona College for Luncheon.**

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**AFTERNOON****Auto trip through orange groves and to scenic points.****3:30 p.m.—Supervision of Student Life.**

1. **Constructive Supervision and Direction of Dormitory Life—Francis Bacon, University of Southern California.**  
Discussion.
2. **The Direction of Student Social Life—L. S. Corbett, University of Maine.**  
Discussion.

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**EVENING****8:00 p.m.—Symphony Concert—Hollywood Bowl.****Wednesday, July 27**

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**MORNING****9:30 a.m.—Functions of Deans and Advisers of Men.**

1. **Report on the National Survey of Functions of Student Administration for Men in Colleges and Universities of the United States—D. H. Gardner, University of Akron.**  
Discussion.
2. **The Part the Dean of Students Should Play in College Administration—L. H. Hubbard, Texas State College for Women.**  
Discussion.
3. **Report on Projects Following Work of Committee on Policies—Jas. W. Armstrong, Northwestern University.**  
Discussion.

**11:30 a.m.—Auto Trip to University of Southern California for Luncheon.**

**AFTERNOON**

Auto trip to Los Angeles Harbor and beach cities.

4:30 p.m.—Surf Bathing at Beach Club.

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**EVENING**

6:00 p.m.—Banquet—Kerckhoff Hall.

Address—Stanley Coulter, Purdue University.

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**Thursday, July 28**

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**MORNING**

9:30 a.m.—Extra Curricular Activities.

1. Student Self Government at the University of California, T. M. Putnam, University of California.  
Discussion.
2. Modern Trends in Inter-collegiate Athletics—A. C. Zumbrennen, Southern Methodist University.  
Discussion.

11:00 a.m.—Business Session.

Report of Committees.  
Election of Officers.  
Adjournment.

12:30 p.m.—Luncheon.

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**AFTERNOON**

A trip to Hollywood Movie Studio and to Motion Picture Stars' Homes.

**Fourteenth Annual Conference**  
*of the*  
**Association of Deans and Advisers of Men**  
*Held at*  
**Los Angeles, California**  
**July 25, 26, 27, 28, 1932**

**FIRST SESSION**

**Monday Morning, July 25, 1932**

The first session of the Fourteenth Annual Conference of the National Association of Deans and Advisers of Men, held in Room 100, Educational Building, University of California at Los Angeles, was called to order at 10:15 a.m., by President V. I. Moore, of the University of Texas, Austin, Texas.

President Moore: Gentlemen, I think we will not pay any special tribute to the tardy this morning. We are now about fifteen minutes overdue, so I am going to set my watch back fifteen minutes and we will start promptly on time.

We have assumed a great deal in advance. We have assumed that we are welcome because we already have learned to know and think a great deal of the men of the Coast. Although we take for granted the welcome, we are delighted to be reassured and to have our assumption confirmed by Dr. Moore, Provost of the University of California at Los Angeles. We would like to hear him say a few words to us at this time.

**Address of Welcome**

*By* DR. ERNEST C. MOORE, University of California, Los Angeles

Mr. President and Members of the National Association of Deans and Advisers of Men of the United States: You are welcome; you are very welcome.

I think you have shown an expected discretion in choosing this region of the United States for your national meeting this year. We have prepared an entertainment for you, which will take place the next few days, which we hope will not disappoint you.

You have heard about this land quite a bit, perhaps more than you have wanted, until you don't want to hear any more about it. It goes to some people's heads out here, but it also goes to some people's hearts out here. There are some of us who never trust ourselves to speak of this part of the United States, lest we may not succeed in getting our stories over.

The welcome is to the University of California at Los Angeles. It

is as you see it. It is a part of the University of California. It is as much a part of the University of California as if we were on the grounds at Berkeley. I think some of the folks in Berkeley think it is more a part of the University of California than those on the grounds there.

It has had a rather unique history. It is now thirteen years old. It had, last year, some 6500 or 6700 students. It is a very considerable part of the University of California. It is an experiment in education, an experiment in trying to find out whether a university can do a large and important part of its work 500 miles away from its seat. I am prepared to say, now after thirteen years of experimenting, that with the proper amount of good will the thing can be done. Every once in a while I begin to feel that some of my colleagues do not have the proper amount of goodwill and that the experiment may be foreclosed, but on the whole we keep the opportunities open.

I have brooded sufficiently on the subject of what a university may be. I am more and more convinced that a university is not buildings, a university is not endowments, a university is not research, a university is not laboratories or libraries—a university is nothing physical, nothing material. I am going to say a university is not its past, and it is not its future. A university is, if it is at all, always the present. And it is made up, I think, essentially of the folks that are in it.

A university is made of folks, all the rest are material, machinery, the tools which are used, just a part of the tool kit. A university is made up of folks trying to figure out and to work out together ways of living.

If you ask who is the most useful person at the university—in spite of the fact that we are asked never to ask that question, it does keep coming up—I perhaps ought to say it is the Dean of Men, but I am not going to say the Dean of Men. I am going to say that it is still true, as it was in Eden, that women are more important than men. That is just as true in the academic household as it is in every household of the land—the commanding general is a woman. I think the most important person, the most useful person, in the university is the Dean of Women, because the eternal woman pilots us through life and leads us. It is the person who is responsible for keeping the attitudes and the standards among the women, I think, who is the most important person of us all.

Inasmuch as the men are so academically willing to be guided, I think the Dean of Men is the next most important person in the University of California. Then I am going to say that my own office is perhaps the next in importance while it is true that my office is less important than yours, I am going to console myself with the thought that my duties are harder. Somebody has said that the Dean always deals with penetrable prohibition, the President always deals with indignant righteousness. The Dean's office is set up in order that the folks may be corrected, and the President's office is set up in order to be corrected.

There is more than a bit of truth in that difference, I think. You



can't imagine how many people come along to correct us for this thing, that thing, or the other thing, in which we are mistaken.

I used to know Dean Briggs of Harvard University, a great, good dean, a friend of all who knew him. Dean Briggs used to say with a great deal of impatience at times, "I wish I could get a little time to study the early poets of England, but I can't. Anyway, isn't it just as scholarly to assist a young man to get hold of himself and to help him in his career? Isn't it just as scholarly to do that for a youth as it is to figure out whether Chaucer left on his Italian journey at 3:00 o'clock or 3:30 o'clock in the afternoon." I vote with Dean Briggs.

There are some things that are more important than others. I am going to say that the things that are most important are also human things. I believe that that belongs to a philosophy. I believe that it is not merely a rhetorical statement or a sentimental platitude, but a part of a philosophy. I like to believe that that philosophy is the operative philosophy of the United States at the present time, but I confess to repeated moments of despair at our city government, our county government, our state government, our national government being seemingly unable and unwilling to take the position which seems to me to be fundamental, to be axiomatic, to be a cornerstone position, from which there is no getting away at all, that men are the only things ultimately important and all the rest is material, all the rest is just machinery, devices.

I wonder if you are having that same experience. It seems to me that the government in the United States is disappointing us horribly at the present time, and that country which was built for men, that men might be free and might have their chance, etc., is turning into a country which is talking a great deal about property, and banks, and gold currency, maintaining this, that and the other thing, balancing our budget and all that sort of thing, which it seems to me, is besides the point altogether. We are in distress and our fellow-men are too.

I remember that President Benjamin Ide Wheeler used to love to tell a story, and which I love to tell after him because I can tell a little more of it than he could. He used to love to say that he chanced to be a guest of President Roosevelt at breakfast at the White House, just after he had appointed Justice Holmes to the Supreme Court of the United States. Justice Holmes had been judge in the Supreme Court of Massachusetts, and President Roosevelt had promoted him to the Supreme Court of the United States. All the cabinet members were taking him to task that morning on the appointment. They kept saying one after another almost all morning, as if they preconceived their attack, "Mr. President, he does not have a legal mind. He does not have a legal mind." Finally Roosevelt got impatient and he turned to President Wheeler and said, "Wheeler, what in hell is a legal mind?"

I have asked myself that question a great many times. You know what kind of a justice, Justice Holmes was, and what kind of a record he has left behind him. I think that that which those critics of President Roosevelt were driving at was that there is a mind which takes all its departures from the law, a mind from which the law is the beginning,

the end, and the sum of everything. They believe the Lord Justinian is alive, and that his law determines everything. But the Lord Justinian isn't alive and his law will have to have an interpreter also. I think that that was the position of Justice Holmes, that the lawyer must take his beginning also from the case, just as the physician does. He must find out first what the case is and next what the law is that comes nearest to fitting that case. He can't start with law. The law is something set up in the past. This is a living case, and it is more imperious than the law is. It is the center of all our activity.

It seems to me that here is a very sound philosophy. I find a distressing tendency on the part of all of us to hypothesize our institutions, to say that the University of California is a great institution, that the University of Stanford is a great institution, and to fall down and worship these great institutions. My fellow-men, these are just little herds, if you please, trying to figure out how men and women can live better, and it doesn't make very much difference whether the buildings with which we do this thing are beautiful or not so beautiful, it doesn't make much difference whether the endowments with which we do it are sufficient or insufficient, it doesn't make any difference whether the knowledge with which we profess to do it is a thorough-going knowledge or not—the great thing, after all, is that we shall remember to work with folks and give folks a chance.

Thank you.

President Moore: We always appreciate a welcome. We especially appreciate a welcome from a wise man. Dean Lobdell, Dr. Moore, will be the spokesman for our group in expressing to you, and the University of California at Los Angeles, our appreciation of this welcome.

## Response To Address of Welcome

*By* H. E. LOBDELL, Massachusetts Institute of Technology

Mr. President, Dr. Moore: When a Texas Democrat nominates a Massachusetts Republican it gives us cause for concern. It seems like an unfair attempt to preserve Massachusetts in the Democratic column this fall.

You also might think, from this letter to me, that he felt a Massachusetts Republican would have nothing much to say. I replied to his letter, and he assured me that my selection was because I was the most distant delegate expected. But later, when it transpired that Dean Corbett from the University of Maine was coming, he said he thought that anybody from Boston would be "distant" enough to suit any one in California.

As a matter of fact, I think I have come the longest distance, 6262 honest miles, and part of it through Montana. I used the word "honest" because I fear I may be challenged. But I would say that some of the others here who came by automobile evidently ran up and down the Coast to accumulate their mileage while mine is direct—via Montana.

It is a real pleasure to be here, Dr. Moore, and to me especially. I always come to California and find everything usually unusual as usual. But I enjoy it very much. Of course, any one from the Massachusetts Institute of Technology feels at home out here because of the California Institute of Technology which, as you know, was started by several members of our faculty, and who borrowed the portable two-thirds of our name.

Carrying out the injunction of President Moore to be brief, I shall say, on behalf of my colleagues as well as myself, that we are glad to be here, and we thank you. Look them over and see if they do not look happy!

President Moore: I am going to ask Dean Miller to make any announcements that he may think necessary at this time.

(Here followed convention announcements by Dean Miller.)

President Moore: Our first paper is to be delivered by a neighbor. I will present one of the home folks, Dean Coons of Occidental College, who will speak to us on the general subject of policy of granting student loans.

## Student Loan Policy

*By* ARTHUR G. COONS, Occidental College

President Moore and Friends:

The task of administering student loan funds is not in all institutions directly under the office of the dean of men although generally speaking it is true that the dean is called upon to pass upon applicants for loans. Approval thereto involves the necessity for having some general policy which is to be pursued. It so happens that in addition to being dean of men I am chairman of the committee on scholarships and student aid, largely because the larger number of applicants are men, but also because prior to my appointment as dean of men I had been chairman of this committee while serving as executive secretary to the president of the college. My experience covers only three years and there are many others in this convention far more capable than I am to discuss this question.

Let us distinguish at once between scholarships and loans. I regard scholarship as grants of aid upon tuition, generally for the total sum thereof, based upon honor in scholarship and other attainments of a leadership character or upon extreme financial need, the scholarship being non-repayable or involving only a moral obligation to repay at the most. Loans are those grants of aid which involve a definitely repayable obligation, whether interest bearing or not. Many institutions pursue the policy of making all scholarships, or nearly all of them repayable, thus making them really loans. Although scholarship, character, citizenship and personality are not without importance in determining grants of aid from repayable funds, here the primary considerations are the degree of financial need and the general credit or loan risk of the borrower. The policy of some institutions in granting aid from loan funds upon such

tenuous arrangements for repayment as to make impossible the pursuit of a reasonably efficient collection policy is to be deplored. Where scholarship funds are adequate to make genuine scholarship grants for superior accomplishments, the loan funds are granted to students who, though in every way worthy, are nevertheless not the outstanding students in academic attainments. The loan funds properly administered can be an incentive to scholastic achievement through a policy of (a) refusing aid to students upon probation, or (b) allowing the grant to become effective only when the student is removed from probationary status, or (c) granting the more favorable terms of repayment to the students on the loan list of higher scholastic status. Achievement can be used as one of the criteria of a good risk.

Experience shows that there are two important considerations in determining the amount and character of the loan:—the financial or business point of view and the welfare of the student, based on individual considerations. The former might lead to an extreme policy where the loan funds were administered so efficiently as to grants and collections that rules rather than individuals became the important thing to be served, where the loans considered and loans to be collected would be regarded solely from the standpoint of the banker, where the character of the paper in the portfolio might become almost as high-grade as the investments of the endowment funds. The latter may lead to an extreme policy without plan or underlying unifying philosophy. Neither financial or welfare interests should overshadow the other.

However, consideration of the welfare of the student involves the importance of training in businesslike methods, of recognizing the significance of maintaining good credit through prompt payments, of keeping borrowings within capacity to repay within a reasonable time, of obtaining some security or endorsement when borrowings become large. Furthermore, the cost of administration of loan funds being a factor of general college expense, it is important that this be kept as low as is consistent with reasonable efficiency in collection. The interest collected should sustain the activity but this is generally not possible and it seems unwise to place this burden of being self-sustaining upon the office to such an extent that a reduction of interest or its elimination might not be eliminated if circumstances genuinely warranted. The interest upon short term loans might well be 4% or less, and 5% upon long term loans. Six per cent is common, but there is the danger that, with long term loans, repayable after graduation, the interest item will mount so rapidly as to become burdensome or to change the attitude of the borrower toward the loan or the institution. It is important to maintain goodwill, even from an institutional standpoint, since some borrowers are "key" alumni. Never compound interest. Loan funds have been established as agencies contributing to student welfare and some, or perhaps all, of the cost of administration therefore should logically be accepted by the institution in administrative expense.

The protection of principal is another consideration. Losses of principal represent dissipation of gifts or of needed accretions to the funds. Some institutions have employed the insurance feature, requiring



the borrower to deposit a term policy or a life policy to cover loss through death. This is valuable where borrowings are heavy and repayment is to be spread out through many years subsequent to withdrawal from college. It has been justified as an educational venture,—to induce borrowers to face life's responsibilities and to build up an estate so as to maintain credit subsequent to graduation. The insurance feature is apt to prove costly, however, to the funds. The borrower who is experiencing difficulty in payment of his loan will likewise find it difficult to pay premiums and the latter are apt to come first. If the borrower is "poor pay" he is apt to allow the policy to lapse, to prevent which the fund must pay the premium charging the amount into the borrower's account. If term policies are used, such premiums are smaller than life policies, but term insurance is of no great benefit to the individual borrower and the term may expire before the loan is paid. It is then difficult to convince the borrower that it should be renewed since his debt looms large. Straight life premiums, on the other hand, are higher and are apt to drain the fund. A new policy is to insure the fund. It is less costly and capable of easier handling but must be accepted as an institutional or fund expense.

Grants of aid should be made on the basis of a balanced budget, a justified need therefor. There should be evidence of careful expenditures, and a determination to cut the previous year's expenditures wherever possible. There should be no desire to force a subsistence level of living, but there is no place for frills. The interest is in as little debt as possible and this should be mutual. An exception to this is to be found in the case of students in purely temporary financial straits, whose parents are embarrassed but capable, many of which are emerging this year, where the approach is primarily financial rather than welfare. A purely business loan, endorsed, even secured, with normal interest should result here. Self-help, as well as economy, is an indication of worthy intention. Summer earnings and possibly earnings during the college year are to be encouraged and in some cases demanded. This year, with opportunity for employment scarce, it is possible only to discover willingness to work in many cases. Complete information as to individual and family property and income and all relevant data should be secured.

Supplementary to the student interview and formal application it is helpful to have regular forms of endorsement as to fitness and worth by such college officers as may know the applicant:—the employment bureau as to attitude, the comptroller as to current payments, faculty as to character and conduct, coaches, head residents, fraternity officers. Character is important. Why help the man or woman already revealing qualities not conducive to good citizenship? A year's work in the work-a-day world may help to work this out.

The relationship of probable professional and graduate study is important. The student who is allowed to get deeply in debt will be handicapped in the accomplishment of these aims. It should be recognized also that unless college debts are liquidated before graduate work is begun, or at least accepted as a concurrent regular responsibility during

graduate work, the college is really assisting in financing a student through graduate study and this is beyond its proper function.

The problem of collection is equally one of nice adjustment of welfare and financial considerations. Health, unemployment, occupational adjustments, marriage, children, each of these suggests the possibility of unforeseen expense often affecting repayment of college loans. Every effort should be made to overcome the common tendency of regarding the college as the last to be paid, yet how can we close our eyes, from the point of view of a college and its interests in individual welfare, to these unusual yet usual demands? We are often torn between the desire to maintain alumni goodwill and a definite alienation of affections. Perhaps we should consider professional and occupational adjustment more as we grant loans rather than leave these issues unsettled to breed friction. Unemployment may fairly be a basis for postponed maturity when warranted. Like unemployment, the requirements of health and the intervention of accidents cannot be argued away. Perhaps we should make greater use of the clause, as some do, that the debt is definitely due and payable when the borrower marries, yet this seems rigorous and dysgenic. Perhaps we should, as one of our patrons has suggested, put our borrowers when married in touch with capable medical advisers to render less likely the appearance of children. This is reasonable but no guarantee.

Regular notification, precise records, a formal approach simulating business methods, frankness, will generally bring respect and response. Threats should be employed only as a last resort, but when resort thereto is necessary, rigorously pursued to the end. The officer collecting student loan accounts plays an important part in determining alumni attitude and general morale.

Social considerations of student loan policy cannot be omitted. In the July, 1932, issue of the bulletin of the American Association of University Women, Dr. Paul Popenoe has an article on "Student Loans and Marriage" making a plea for the conversion of loan funds into non-repayable scholarships, particularly as concerns women, although he would argue also for men, from a eugenic standpoint. My observation has been that both for women and men the existence of debt does not seem to hinder the marriage of our college graduates, although, of course, this is based upon appearances and not upon careful survey. Dr. Popenoe's article is thought provoking and should be read.

The present emergency creates another problem for tuitional colleges. We are asked by the President's Committee on Unemployment Relief to make every possible adjustment of a student's financial problem in order to keep him in college and out of the labor market, such as scholarships, increase of loan funds, deferred tuition and the like. The tuitional college cannot, with safety and the maintenance of its budget, go beyond its cash resources. Student notes do not pay faculty salaries.

President Moore: One of the amazing things about these gatherings is that we find so many things coming out that strike right at home.

And in these gatherings we occasionally find new ideas that change our methods at home.

I think we shall take no time now for any discussion, but will ask Dean Rivenburg to tell us about the Bucknell Loan Fund Plan.

## Student Loan Funds

By R. H. RIVENBURG, Bucknell University

President Moore and Fellow-Deans:

Some time ago I heard a bit of sage advice, which any driver of an automobile can appreciate. It is, "don't throw your mouth into high until you are sure your brains are turning over." Since I feel a little evidence of cerebration with regard to student loan funds, I accepted President Moore's invitation to speak.

It is amazing to note the number of different organizations which loan money to students. The Harmon Foundation, which has investigated student loans extensively and has itself loaned more than half a million dollars to students on the basis of character, reported in the "Harmon Foundation Survey of Student Loan Sources in the United States" that seven hundred thirty-two different organizations, including banks, churches, lodges, service clubs, etc., loan money to students, *in addition to the loan funds of the colleges and universities*. The Harmon Foundation says, "it appears from a survey of student loan sources in the United States that there are at the present time more than two million dollars available annually to student borrowers over and above the funds administered by the colleges themselves." Some state universities have very large loan funds. For example, the University of Missouri has about a half a million dollars in loan funds.

### Disadvantages of Many Student Loan Funds

Before the Harmon Foundation inaugurated its student loan work Mr. William B. Harmon first made a general study of the subject and found to his amazement "*that there are almost as many plans of assistance as there are funds in operation. Even in a single institution various funds might be administered by numerous college officials or instructors, and the conditions vary as greatly. Losses were reported to a surprising extent, averaging somewhere between 40% and 50%. It was the general expectation that many loans would not be repaid, and the situation was accepted without further question.*" (Harmon Foundation bulletin, "Seven Years Experience With Student Loans," page 9).

Mr. Harmon talked with many college presidents and deans, and became increasingly convinced that the unsatisfactory situation was not due to any inherent defect or lack in student character, but to the failure on the part of college administrators and organizations connected with student assistance to make loan on a proper, business-like basis. He said, "from the three years experience of the Harmon Foundation we felt that existing methods of handling eight or ten million dollars of public moneys in trust funds for student aid loans, scholarships, etc., each year by the colleges were often based on doubtful promises, con-

ducted with a poor technique, were seriously wasteful, and, in a very large number of cases, engendered harmful influences on the character of the recipients." (Harmon Foundation Report, "A Study of Student Loans and Their Relation to higher Educationnal Finance," page 5.)

The universally loved and honored Dean of Men, Thomas Arkle Clark of the University of Illinois says in "Discipline and the Derelict," "It has been interesting, if disappointing, to me to find that only a very small percentage of the loans are paid within the time set. The time the notes actually run is fully twice as long as that agreed upon. Most of the loans are ultimately paid, for, however careless he may be and however long he may delay the liquidation of his debt, the college borrower is innately honest and at least means well."

Dean Clark further says, "If I had the money and felt so inclined, I might let him (one of numerous students who asked him to endorse a note at the bank) have it, and if I did do this, it would be with no idea of being able to count on its return at the time he agreed to do it. If he did pay it when he agreed to, it was just like finding it; if he did not, I was not surprised."

Yet, in spite of his disappointing experiences, Dean Clark says, "No one can surpass me in the confidence and faith I have in the college man. I think he will meet his obligations, but I think because of his youth and inexperience that he will seldom do so within the time that he first sets for himself."

The Harmon Foundation News Bulletin for December, 1929, has the following to say of "The College Trained in a Business Relationship."

"In its relationship with college trained men and women, the Foundation is increasingly faced with their inability to conform their financial lives to the regularity which is demanded of them in business. They will assume the responsibility of a loan contract, honestly intend to carry it out, but when actually faced with the performance show an inability to bring their earnings into tune with their expenditures and subsequently an absolute lack of feeling of obligation to hold to their agreement.

"It is apparent that their college training has not given them that power over themselves which enables them to come firmly to grips with life. They do not have any directed thoughts nor plans in their financial lives and entirely lose sight of the fact that their success in business is largely dependent upon their keeping time with successful business, which is as thoroughly synchronized as an orchestral piece.

"Sometimes they reveal a financial conscience which has become warped by too great a largess in scholarships and loosely termed loans, but more often it is found that they have failed in the regular college curriculum to absorb any feeling for law and the systematic order of things. A due-date which they have solemnly agreed to observe is calmly ignored, and a letter calling attention to their failure brings such tart replies as:

"'You can't expect me to pay my loan on the small salary I am caring;' or, 'You'll have to wait for your money. I intend to pay it sometime, but just now I am faced with a dentist's bill;' or, 'I don't get



paid until the fifteenth, so I can't very well send a check to you on the first.'

"They are completely lost in a sea of expenditures, and the education which should have lighted the way out leaves them in a dense fog. Their honesty is not doubted, but their inability to gear in with a well organized scheme and their unconcern over their shortcomings are alarming."

The Harmon Foundation further states, "The Foundation is convinced from its experience that the average student borrower is perfectly honest in his intention to pay 'sometime,' but student borrowers have had little training in promptness and meeting business obligations on the dot. In other forms of installment business there is usually something tangible to take back in case of default. In loans administered strictly on character there is nothing for which a writ of replevin may be served, and no mortgage that can be foreclosed."

Yet, in spite of unhappy and disappointing experiences with student borrowers, the Harmon Foundation booklet "Seven Years Experience With Student Loans" gives the following: "The Foundation's desire is to make evident the financial value of student character; to make use of the indomitable spirit and basic honor of American youth; to free the financing of education, in cases of need, from every suggestion of charity or paternalism; to avoid the taint of pauperization, and to foster through self help the best development of character and self reliance which results from independence and worthy achievement." (Pages 11, 12.)

The Foundation stresses the value to the student of establishing a sound credit rating early in life, and of budgeting his expenses so that he operates his affairs on a strictly business basis. This was indelibly impressed upon Mr. Harmon by an experience he had early in life. On pages 21 and 22 he says:

"One of the most surprising developments in our loan work has been the failure of a large proportion of borrowers in the beginning of their business career to realize the definite nature of a written obligation, and the manner in which such a failure is viewed by men who, through their adherence to financial ethics, have succeeded and are respected.

"My own personal concern over this failure to comprehend the gravity of a business obligation can best be illustrated by a personal experience which I shall take the liberty to set before you. Having been educated for the medical profession which circumstances 'nipped in the bud,' I entered business with a great deal of ignorance of its standards, partly because I had a father whose whole life had been spent in the army. When fortune began to favor me, I sought credit and borrowed \$2,000 from the old Seventh National Bank in Cincinnati, Ohio. In the optimism of youth I reached too far and carelessly failed to pay this note when due.

"I shall never forget my experience with the cashier of that bank through whose favor the loan was granted, nor the humiliation through which I passed, not only before I paid, but afterwards. The stain was indelible. Our business extended to other cities and we established relationships with at least twenty-five banks. At some of these I have

borrowed half a million dollars on the unsecured note of my firm, but that was because I established an absolutely clean record. From the Seventh National Bank I am sure I could never have borrowed \$5,000 without a catechizing which would have been to humiliating to endure. Their attitude was not based on my financial ability, but my record.

"This was probably the best business lesson I ever received, and I can well imagine what a handicap it would have been to success if my business or occupation had been confined to one city as is the case with most."

A good loan plan gives student borrowers valuable training in the assumption of responsibility, the budgeting of expenditures, the building up of credit relationships, and the meeting of obligations in accordance with promises made. Also, student loans are available to needy students whose academic work is below scholarship grade.

#### The Bucknell Student Loan Fund

Something over six years ago a friend of mine had under consideration the giving of fifteen thousand dollars to Bucknell to establish scholarships. I was able to convince him that the income from the proposed scholarship fund would help only a small number of students, perhaps half a dozen a year, with a modest amount. I urged him instead to establish with the money a student loan fund at Bucknell, which he consented to do. The question then came as to whether the income only from the fifteen thousand dollars should be loaned, or the principal as well. Since the income would not help any more students than scholarships would do, it seemed imperative to work out some plan by which the fund could be safeguarded and yet made available for loans to students. We finally evolved the Bucknell Loan Fund Plan which Mr. Trevor Arnett, President of the Carnegie Foundation and recognized expert in educational finance, pronounced sound.

It is a recognized trait of human nature that students, and other people as well, will pay a bank much quicker than a college, so it was decided to make all loan through a bank on a strictly business basis. Hence, the fifteen thousand dollars was invested in bonds, and the total amount deposited with the Lewisburg Trust and Safe Deposit Company as collateral for loans to be made. In addition, the Trust Company was given a statement by the Treasurer of the University, guaranteeing the Trust Company against possible loss through the student loans. As a result, the officers and directors of the Lewisburg Trust and Safe Deposit Company have been most cooperative and helpful in the whole enterprise.

The seven hundred fifty dollars interest on the bonds each year is designed to take care of any losses which may eventually be incurred, and to increase the loan fund.

The loans are made on demand notes and are limited to a maximum of one hundred fifty dollars, in order that the amount borrowed may not be too great for a student to earn during the summer and repay. If after the loan is paid a student needs a loan the next year, he is helped again without question, for he has established a credit rating at the bank. Although the first loan was made in November, 1926, one student who returned for a semester of post-graduate work has had a loan

granted him for five years in succession. He has said a number of times that without the aid of the student loan fund he would not have been able to remain in college. The fifteen thousand dollars is thus a revolving fund available to many students.

A student who wishes to secure a loan talks the matter over with the Registrar and fills out an application blank giving information regarding his financial status, with three personal references, not relatives. I then issue a recommendation to the Lewisburg Trust and Safe Deposit Company that a loan of the amount specified be made to the student. It is explained to the man that because Bucknell recommends him to the Trust Company he is able to secure the loan without an endorser, but, aside from that, the loan is on a strictly business basis between the student and the Trust Company; that the bank will expect him to pay the interest promptly on the dot, or in advance, and the loan itself need be repaid before September 1.

Loans are made to needy students whose scholastic standing would not make them eligible for a scholarship, and to students in all four college classes. Almost no applications are denied if the student is worthy, in genuine need, and the money is to be spent wisely. The amount applied for is often cut down in conference, and the loans range from twenty-five dollars to a maximum of one hundred fifty dollars, few loans being made for the maximum amount.

#### How It Works

From November 5, 1926 (when the Loan Fund was started)	
to September 1, 1931, 357 loans were made, totaling	\$39,688.50
From November 5, 1926 to September 1, 1931, 320	
loans were paid, totaling	\$ 35,818.84
Of the loans made during the first 5 years, all but	
37 have been paid, totaling	3,869.66 \$39,688.50

During the college year from September 1, 1931 to June 1, 1932, 85 loans were made, totaling	\$ 8,917.00
During the college year, from September, 1931 to June 1, 1932, 11 loans were paid, and payments were made on 3 other, totaling	987.00
Grand total of all loans made from November 5, 1926 to June 1, 1932, 442 loans in all	48,605.50
Grand total of loans paid from November 5, 1926 to June 1, 1932,	\$36,805.84
Grand total of loans unpaid from November 5, 1926 to June 1, 1932	\$11,799.66 \$48,605.50

On all loans made during the college year from September, 1931 to June, 1932, students have until September 10, 1932 for repayment.

Of the first 113 loans made, all have been paid but one. On that loan \$39, with interest, is still due on the original loan of \$175. These 113 loans were made during the first two and a half years of the operation of the Loan Fund, from November 5, 1926, to May 28, 1929.

Of the first 222 loans made all but 9 have been paid, and on 6 of these partial payments have been made. Of the 3 students who have

made no payment, one has been unable to obtain work, one is in medical school, and one gives evidence of being untrustworthy. The 222 loans were made during the first four years of business, from November 5, 1926, to September, 1930.

Like everything else the plan does not work itself, and letters need to be written by the Trust Company and oftentimes by me to students who are delinquent in payment. Our greatest difficulty has been experienced in the last two years during the period of extreme depression. However, the plan has worked well at Bucknell. Six years experience with it has seemed to indicate that there should be but little loss if the loans are carefully made, and through the years large numbers of needy students can be helped to remain in college through a revolving Loan Fund.

It is only fair to say that the Treasurer of the University would prefer to have the loans made to students with an endorser in each case, but for the first six years the loans have been made on a character basis and the results secured seem to have justified the confidence placed in the students.

President Moore: Gentlemen, I am bubbling over with questions. I have a number ready to be popped, but I think we had better not throw a monkey wrench into the machinery of our plans.

Dean Miller: I think we will do well to adjourn at this time, until 2:30 o'clock, and then take up the discussion at that time. We will have ample time this afternoon.

(Here followed further convention announcements by Dean Miller.)

President Moore: We are adjourned.

Whereupon the convention recessed at 11:50 a.m.



## SECOND SESSION

Monday Afternoon, July 25, 1932

President V. I. Moore, Presiding

Meeting Called To Order at 2:30 p.m.

President Moore: Gentlemen, we are right on time.

I am going to ask Dean Coons and Dean Rivenburg to come up here in the line of fire, because you are going to have a lot of questions popped at you.

The house is now open for discussion on student loans.

I am going to ask a question about the Bucknell Plan. What is your rate of interest?

Dean Rivenburg: The loans are made by the Trust Company at the legal rate of interest in Pennsylvania, 6%.

Dean Coons: What provision do you make for the financing of student loans other than that deferred tuition note that you referred to? Do you make any plans for a longer maturity than either the plan that you outlined or the note itself?

Dean Rivenburg: No, we do not. They are supposed to pay these notes each September. We give them not more than three or four months after the end of the college year to pay the note. On the deferred tuition plan they are supposed to pay six months after leaving college.

Dean Coons: At the rate of \$10.00 per month?

Dean Rivenburg: Yes, for the first year, and \$15.00 thereafter.

Dean Coons: Do you have any scholarships involving any repayment features?

Dean Rivenburg: No, the scholarships are outright scholarships; they are nothing but gifts. They are entirely separate from the loans.

Dean Corbett: You spoke of loaning money to freshmen. They would, of necessity, have to pay their loans in September, from money earned during the summer. Just how are they going to finance the next semester if they have to pay the loan back? In other words, what advantage is to a freshman to borrow money in his freshman year if he can't see his way clear to carry himself through the freshman year; how is he going to finance the rest of his college course?

Dean Rivenburg: He is in the same position, of course, as a sophomore or a junior who has the same problem to face. We simply try to help him through a year at a time, and we expect him either by working or by getting means from his parents or friends, or somewhere or other, to go on and finance himself throughout the remainder of his college course. We simply don't have money enough in the fund to make it possible for a student to borrow that much money each year and pay it back after graduation. The fund is small and we have been compelled to make them pay it back each year. In many ways I think there is merit in the plan, because it doesn't allow a student to accumulate a large debt.

Of course we will loan to him the second year, so that it is almost a

continuation, or extension, of his first loan. But he has to pay it and let a few weeks elapse, so that he establishes a credit rating at the bank before he gets a second loan.

Dean Corbett: Then his borrowing capacity is limited to \$150.00?

Dean Rivenburg: Yes.

Dean Corbett: Would it be advisable, perhaps, to advise him to stay out until he can earn \$150.00, if that is all he needs, to carry him through college? His borrowing capacity is \$150.00—that doesn't amount to much during a four year course.

Dean Rivenburg: No, but the Loan Fund helps each year to tide him over and it keeps a good many of those people in college. Sometimes we advise them to stay out in order to earn money to go on. Of course, we will give them a scholarship in addition wherever we can, provided their average standing is up to 80%. Also, some of them may get deferred tuition loans in addition to the loan through the Trust Company.

President Moore: I have a question: Did you have any difficulty in persuading the bank people to take on this additional bookkeeping and work involved?

Dean Rivenburg: No, we didn't. Fortunately, the Treasurer of the University was the Vice-President of the Trust Company, so he was interested. On the other hand, I think that a bank that is interested in a university and interested in helping students, especially if the President of the bank is interested in young men and young women, will be willing to do that, although it isn't a profitable enterprise from their standpoint. They have to deal with a good many small notes and don't make anything on them. But usually they expect to handle enough of the college funds, aside from this loan fund, so that they get something out of it in the long run. I don't think you would have a great deal of difficulty in persuading a Trust Company or a bank to take that work on.

President Moore: Does the cashier ever turn down a loan you have recommended?

Dean Rivenburg: Never. Those loans, as far as the Trust Company is concerned, are guaranteed. They are guaranteed because they have the collateral before the loan is made; they are also guaranteed by the statement from the Treasurer of the University to the effect that if there should be any loss the University would take care of it.

We never yet have written off any loan as uncollectable. There are two or three that look rather dubious—one in particular—but so far we have never written off any as uncollectable.

Dean Zumbrunnen: Have you any other loan fund other than the one you have mentioned?

Dean Rivenburg: No. We do not have any other loan fund, except a little one that was established many years ago, consisting of a very small amount of money. It really doesn't amount to anything.

Dean Lovitt: I followed the figures you reported this morning, and at the present time there is unpaid a considerable amount which, if not paid this summer, would cut down your fund so you wouldn't have enough left to loan with in September. Up until this summer you have not had a deficit, isn't that correct?

Dean Rivenburg: This last fall I think there was something like \$3,000.00 or \$4,000.00 unpaid, which meant we had a leeway of \$11,000.00 which we could loan. Some of that was paid during the year.

Dean Lovitt: I looked over one of your blanks casually. The parent signs to pay in case of the disability or death of the student. If I interpret that correctly, that means if the student is in good health the parent is not obliged to pay?

Dean Rivenburg: We look to the student to pay the loan. It is his own personal obligation. In case he should die, or be totally disabled so that it would be impossible for him to pay, then the parent is expected to assume the obligation.

Dean Lovitt: I have one more question: When do the applications for these loans come in? You say it is to tide the student over the year. My expectation would be in that case you would not get applications at the beginning of the year but sometime in the middle of the year.

Dean Rivenburg: They come in at any time at all during the year. I suppose we have more applications for loans in the latter part of May in order to pay college bills than at any other time. We have some in September, and they dribble along all through the year. There isn't very much difference, except that we get more of them in May.

It is only fair to say that our college Treasurer, who is interested, of course, in not having any losses because he wants the income from those bonds to go into the fund, to increase the fund, would prefer to have the loans made with an endorser; but up until this time we have not done that, and unless the depression makes it very bad, we shall probably not do it.

Dean Jones: My understanding is that you have been in business for six years. You have done a \$48,000.00 business. Your income during that time has been \$4,500.00, and your losses, if those who have not paid so far should not pay, would be more than covered.

Dean Rivenburg: Yes.

Dean Jones: You feel it a success?

Dean Rivenburg: Yes, indeed. It has worked out very successfully with us, and it has done a very great service to many students who were in financial difficulties.

Dean Sanders: Are you the only officer of the University who approves the loans, or do you have a committee working with you on that?

Dean Rivenburg: I issue the recommendations to the Trust Company. Usually the student comes in and asks if he can get a loan. I find out about his financial situation, what he wants to use the money for, how much money he needs, etc. Then the Registrar approves the application blank which the student fills out, about half the time, the President also approves it. But I am the one who issues the recommendations.

Dean Sanders: What do you mean by the Registrar's approval? Do you mean his scholastic standing?

Dean Rivenburg: No. There is a place on the bottom of the application for the Registrar to give his approval of the purpose of the loan

and the amount, also a place for the President to do the same thing. That is, if the President is in his office and it is convenient for him to be consulted. Oftentimes the President would prefer not to be bothered with it, so the Registrar "okehs" the application. His signature is all that is required. Then I go ahead and issue the recommendation.

Dean Zumbrunnen: Are these loans simply to meet tuition or are they made to cover personal expense also, such as board, clothing, etc.? Do you have any particular limit or purpose for which these loans may be made?

Dean Rivenburg: We haven't thus far. We have loaned the money to the student and he could use that money to pay fraternity bills, board bills, personal expenses, tuition, or anything of that sort. We may come to the point of making those loans to students to pay tuition and room rent, and things of that sort, but so far we have loaned them the money and could do as they pleased with it.

Dean Zumbrunnen: I raised that question because I don't see very much need of the Registrar having to approve or pass on the applications unless it was a matter that affected his university expenses.

Then I have this further question: If the loans are limited to be paid by the first of September, do you feel that this fund is sufficient? At S. M. U. we loan more than what your applications are for and we feel it is just as necessary, or quite as desirable, to loan more sometimes than that amount to a student over a period of years. What do you feel in that regard?

Dean Rivenburg: If we had more money, I think we would be inclined to loan to a student for perhaps two years, or at least up to \$300.00—perhaps more. But so far the plan has worked out very well indeed. I find that oftentimes a student can get the money, if he has to, from some place other than the university. I think that there is a disadvantage in allowing a student to get too much money from the university so that he has to drag it out over quite a number of years before he gets the loan paid.

President Moore: Any one else?

Dean Bursley: I would like to ask Dean Coons a question: Does the insurance company that you mentioned as insuring these notes in case of death charge a high rate to insure that fund?

Dean Coons: The rate is 80 cents per annum per \$100 payable monthly on the average amount of the loan outstanding during the preceeding month. It is a blanket policy on all taking student loans from the college, subject to certain restrictions such as age, amount, etc.

Dean Bursley: It only pays in case of death and not of default?

Dean Coons: Yes.

Dean Reed: We have a little different kind of a contract, which I think may interest you. We do not loan to freshmen. We may loan to graduates of our two year college curriculum, but we loan most of our money to juniors and seniors. The maximum amount that may be loaned to one student is fixed at \$300.00. We charge 6% interest. Originally we charged 4% interest and the note did not draw interest until the student started working in his new position. Our interest now starts at

the time the money is given to the student. The loan is payable each month at the rate of 10% of the student's monthly salary. It isn't due until he gets a job, but as soon as he draws his first month's salary he begins to pay. We find that a large percentage of our students pay their indebtedness long before it becomes due; that is, they will pay more than 10% of their salary each month.

Dean Field: The things, I think, about Dean Rivenberg's report that should be emphasized are: (1) That it is a character developing idea, teaching the students business methods in the repayment of those notes; (2) that with the approval of the registrar anything against that student's character in school, like failure in studies, about to be dropped, etc., would be checked and caught.

President Moore: Dean Edmondson, are we going to hear that Indiana fairy tale?

Dean Edmondson: A good many deans are in charge of student loans and these deans sometimes get discouraged. Dean Moore of Texas, for instance.

I had a good friend who failed in college and had to quit. He made some sport of me because I continued. He went out into the business world and made a million dollars, more or less, and I went ahead through college. A good many years later, after I became a Dean of Men, we met and had a kind of reunion. He regretted that he had not gone on through college. He then proposed to turn over to me money to help worthy students as I saw fit. That, of course, met with my hearty approval. Whenever I came across a fellow who really needed money and was worthy, I wrote to this friend and told him how much was needed. He sent it always promptly. That sounds like a fairy story.

This friend said he didn't want the money back. One stipulation that he made was that the student should not know where the money came from. In order to meet that stipulation, I always had the boy write a letter to this man addressing him as, "Dear friend," and thank him for what he had done. I sent the letters. Some of the letters were really beautifully done. I did require the students to sign a note without security to pay the loan after they got out of college. All in all, I loaned to these boys several thousands of dollars and not one of the loans was repudiated. That was a matter of character as security, I should say, I never made a loan to a boy who came and asked for it, I picked out the boys I thought should have help, they came in at my request and I volunteered the loan to them and, without any security except character, every one of these loans were paid.

An interesting sequel to this story is that in the past two years, the man has gone completely broke financially and I have sent him back one thousand dollars of the money he loaned to the students.

President Moore: I think we will have to call time right here.

We are honored at this time with a visit and a word of welcome from the Mayor of Los Angeles. I want to introduce Mayor Porter to you and ask him to say a word to this group of Deans of Men who have come from all over the country. Mayor Porter!

## Address of Welcome On Behalf of City of Los Angeles

*By* HON. JOHN C. PORTER, Mayor of Los Angeles

Gentlemen, it just seems too bad to stop your discussion for a mayor to butt in here, but nevertheless I was asked to come in at this time to say a few words to you.

We appreciate what you are doing and we appreciate your presence in Los Angeles. At this time it is quite the style to welcome groups to Los Angeles. We are having a great many coming in from all over the world, not only groups from the United States but every place throughout the civilized world. Today it has been my good pleasure to welcome the Austrians and the Belgians, and last night I welcomed the Irish, the Japanese and I don't know how many more. I welcomed about twenty-five or thirty other groups in the last few days to our Olympic Games.

We are glad to welcome you. I presume that you will take a little time off and witness some of these games. I think even if you are grown up and your mind is on something more serious, at the same time I do not know of anything that is really more worth while than what you are doing and we are doing in sponsoring for the young men and women these Games.

Los Angeles has made great preparations for these Games. All history does not show any preparation equal to what Los Angeles is making for these Games. We have spent millions of dollars preparing; we have gone to the extreme of building coliseums, stadia, swimming courses, rowing courses, and almost everything else that we can think of for the convenience and the pleasure of those visiting here for those Games. We have even built a village for the contestants to live in. At the present time we have now about thirty or thirty-three flags of different nations flying at that village. We have thought by getting those groups together they would get better acquainted and that it would tend toward better understanding between nations. And believe it will.

I just came from an Austrian group that came to my office in the City Hall. They just came in this morning on the train and they came up and I welcome them. Nothing would do but that I go to lunch with them. I went with them. They seem to be so appreciative. They seemed to think it was a great honor for a mayor to greet them and go to lunch with them. We in America do not feel those things in that manner. But the European countries are different in that respect. Over there when I visited in Berlin a little more than a year ago I called on the mayor. He had invited me to his office so I called upon him. By the way, he is seven feet four inches tall. I thought I was tall but I had to look up to him. He was very nice, but I noticed one thing—they called the Mayor of Berlin the Lord Mayor. I have remarked repeatedly that they call the Mayor of Los Angeles something different. I think that it is characteristic of Americans not to honor their public officials. I know some of them do not deserve to be honored, so far as that goes.

But, gentlemen, all jokes aside! I am glad to be down here and

say a few words of encouragement to you and bring to you the official greetings from the City Hall and tell you that we appreciate and welcome you to our city. We are glad to have you here.

If it would do you any good to present to you that mythical key, which is symbolic of the hospitality of this city, it is yours right now. Use it for your own convenience. Be careful, though, because that key will unlock everything going in but not coming out. You may have to call for a different kind of a key to get out of some of these places, but I don't anticipate any of you will need anything of that kind.

We have a beautiful city, as those of you know who have been here long enough to look over it a little. We have a great City Hall, and we are glad to welcome you into that City Hall, into the Mayor's office.

I thank you.

President Moore: Mayor Porter, we appreciate very deeply your taking the time and interest to come out and welcome this group. I want to assure you that we may not look quite as intelligent as the Austrians, but we are just as appreciative deep down in our hearts, and while it is too late to invite you to lunch if you will come around for dinner tonight we will be delighted to have you.

We are leaving the subject of loans now and driving into the subject of fraternities. One of the questions that has been asked several times in past meetings of this group has been directed at Dean Dubach, of Oregon State College, as to how they do it in their plan for the cooperative buying among fraternities at Oregon State. Unfortunately, Dean Dubach cannot be with but he has prepared a paper and has sent it to us. I will ask Dean Sanders, of Ohio Wesleyan, to read this paper for you at this time.

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## Cooperative Buying For Fraternities

A Study of Cooperative Managers' Association at Oregon State College  
By U. G. DUBACH, Oregon State College

### Origin

The first attempt at cooperative buying on the part of the fraternities and sororities on the Oregon State campus occurred in 1916. It was occasioned over a shortage in the wood supply. A group of the organizations made a joint purchase which was a mutual profit. At frequent intervals there were conversations over purchase of groceries and other supplies. This movement was halted by the war, but interest was renewed immediately thereafter. In 1919 the fraternities and sororities came together and incorporated the Managers' Association. In 1920 the group employed a full-time manager. The same year the Manager's Association entered into written contracts with fraternities and sororities. It was soon evident that one-year contracts were unsatisfactory, so in 1922 five-year contracts were drawn up and signed. In 1926, one year before the contract expired, new contracts for twelve years were entered into. These contracts restrict the purchasing of the

organizations to the Cooperative Managers' Association. The contracts give the organizations the privilege of withdrawing at stated intervals if due notice is given. To date there is general satisfaction with the contracts and no inclination on the part of any organization to withdraw.

#### **How Organized**

As stated above, the Cooperative Managers' Association is incorporated under the laws of the State of Oregon. Each fraternity and sorority is likewise incorporated. For the operation of the business, the managers of the representative fraternities and sororities represent the houses in the Association. Each year these managers elect a Board of Directors consisting of five of their members. These five directors formulate the policies, let the contracts, hire and supervise the manager. The managers of the fraternities hold monthly meetings to review the acts of the directors, and approve or change the recommendations of the Board of Directors.

#### **How Financed**

Each fraternity and sorority entering the Cooperative Managers' Association pays a membership fee of \$15. This fee is paid once only, and entitles the organization to all the benefits connected with membership. At the time of the organization of the Manager's Association, each fraternity and sorority loaned to the organization \$20 per member. This gave a working capital of approximately \$20,000. From its inception to 1926, this entire sum was repaid to fraternities in the form of refunds. Today the Association is clear of debt, owns its land and buildings, and has a considerable reserve for operation purposes. The organization owns a lot of 50x100 on a spur of the railroad track. The building is adequately equipped with fixtures satisfactory for such, and also with offices for the manager. The organization, of course, owns adequate delivery equipment. The building and lots have a valuation of about \$27,000.

#### **Extent of the Cooperative Managers' Association Business**

The Association carries regularly a full line of groceries, meats, and ordinary house supplies, such as kettles, dishes, soap, and the like. These articles are sold at current retail prices. In addition to this service the Cooperative Managers' Association buys under contract for the fraternities, milk, cream, ice cream, bread, and all kinds of fuel. All these contracts are let on competitive bids. The Association also buys for the fraternities and sororities all special orders such as furniture, stoves, or other special supplies. All contract material is handled on the basis of five per cent handling charge.

#### **The Managers' Association Is a Non-Profit Organization**

The Cooperative Managers' Association is in no sense a profit-making organization. As said above it sells its regular material at the current retail prices, and on all goods not regularly handled it makes a charge of five per cent. This applies to all contract materials. After paying the cost of operation, all surplus, except a set reserve necessary for carrying on the business, is refunded to the fraternities and sororities according to their purchases. This reserve mentioned above held for



carrying on the business, is credited to the representative organizations according to their previous purchases. Note the magnitude of the business during the past five years.

Sales	
1927-28 .....	\$204,121.80
1928-29 .....	211,379.07
1929-30 .....	226,388.69
1930-31 .....	200,585.15
1931-32 .....	154,281.94

Total .....	\$996,756.65
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The refunds to the fraternities for the same period are as follows:

Refunds	
1927-28 .....	\$21,548.58
1928-29 .....	21,166.66
1929-30 .....	21,477.38
1930-31 .....	22,084.48
1931-32 .....	26,825.19

Total .....	\$113,102.29
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It is observed that the sales have declined somewhat since 1929 and 1930. The refunds have not declined due primarily to the fact that the refunds are made from reserves made up in the preceding years. Also the reserve necessary to conduct the business on the present scale of prices is lower than the price scale of 1929-30.

#### Operating Costs

The operating costs for the most part have been very materially below 10%. During 1930-31 operating costs were 7.96%. During the past year, due to lower sales, they were 9.38%. This low operating cost is explained in several ways. In the first place, the purchases are all made on a very large scale. Second, there is no advertising. Third, practically the entire business is with the fifty member organizations, hence the delivery is comparatively cheap. Deliveries are made twice a day. The employed staff consists of a manager and assistant manager, a meat cutter and assistant, and about half dozen students.

#### Services Rendered

Outstanding among the services are the following:

1. It saves the time of inexperienced managers in making their purchases.
2. As observed above, there is a very material saving in money.
3. It provides the fraternities with better service and better goods. Quality has been a matter of first concern with the Managers' Association. It is interesting to note in the inspection of the plant, 100% ratings are common on cleanliness and general sanitation.
4. It stabilizes the fraternity finances. Since practically all of the purchases are made through the Managers' Association, the houses are not permitted to go into debt beyond the reserve built up by the organization. This regulation prevails except on special purchases like furni-

ture for a new house, and then the Manager's Association is adequately protected because it holds a bill-of-sale against the fraternity involved, as well as holding its reserve in the organization.

5. It insures that the fraternities and sororities will be cared for in emergencies. In relation with this statement I refer to experiences like this. Sometimes in the spring term an organization is undermanned and finds itself unable to make complete payments the last month. The Managers' Association is able to carry the house for the summer with absolute protection because the house has a reserve with the Association

6. The Association is able to advise the fraternities and sororities not only on general purchasing like meals, but also on special purchasing. The general financial plans of the fraternities are objects of constant consideration by the Managers' Association and managers of the respective houses.

7. The Association has inaugurated a policy of assisting the fraternities in the keeping of their records. Four fraternities have contracted with the Association to help them. The Association has been able to do this for a nominal sum and the finances of every one of these organizations have improved very materially. No doubt more organizations will avail themselves of this service.

#### Objections To the Association

The following questions are most often asked:

1. Does the Association not meet local opposition? When the Association was first organized it met very severe local opposition. Naturally the local business men who had enjoyed the patronage of the organizations did not welcome its introduction. Hence the Association found itself blocked with various wholesalers and also with the banks. However, aggressive management was able to find outlets by purchasing at considerable distances. The management saw to it that its bills were regularly paid and discounts taken. Within a comparatively short time, wholesalers were willing and anxious to do business with the Managers' Association. Banks have been glad to count the Association among their customers. At present there is no local opposition which gives the Association concern.

2. Do the fraternities and sororities not object to the organization? In the beginning there was some objection. It grew largely out of the fact that certain individuals in the fraternities and sororities were not in sympathy with the movement, due pretty largely to the influence of parents or friends. Occasionally fraternities and sororities will see merchants put out leaders at lower prices than the Managers' Association is selling. Likewise an occasional cook finds objection to certain goods put out by the Association. In all these ways there will naturally be some difficulties. The Association has met these objections, first, by appointing a price-fixing committee. This committee canvasses the local market continuously, and seeks to fix the Association prices at the current local market level. This prevents competition with the local merchants. Then the Association does no advertising. It does not deliver to any except its members. Outsiders may purchase at the Association, pay the

regular market prices and must do their own delivering. By these methods fraternities and sororities see that in the long run they have every possible advantage, and have the entire profit of the organization as their own. Since they are doing business with themselves for themselves, and pay nothing beyond the cost of management, it is difficult for them to lose. As stated above, the management cost has raised from  $7\frac{1}{2}\%$  to about  $9\frac{1}{2}\%$ .

### Conclusion

From every point of view the Managers' Association has been a distinct advantage to the college community. Fraternities and sororities have been able to do their buying advantageously, not only as to price and quality, but also as to time-saving and efficiency. The stability of the finances of the fraternities is practically assured. The Association manager, handling almost all of the business of the fraternities and sororities, is in constant touch with the financial situation of each organization. He advises continually and is exercising strict business methods. As a result, the college administration is relieved almost entirely of concern for the financial status of the organizations. All in all, we would not consider a return to the old system of individual fraternity and sorority purchasing.

President Moore: Is there any one present who is in a position to answer questions on the work of this scheme? Dean Culver?

Dean Culver: I couldn't begin to answer them as well as Dubach could. But I remember visiting Oregon State College. Their warehouse is exceedingly impressive. The whole plant is. Dean Dubach is very modest in speaking of the fight he had to go through. He had the most tremendous opposition one could think of. However, practically all the fraternities and sororities are now members of his cooperative organization.

One of the features of this plan is that it stops the kitchen graft of the cook and the buyer. The average fraternity manager doesn't know the difference between one cut of meat and another and turns this work over to the cook. The same is true of other food stuffs and that is where the graft comes in, between the cook and the dealer.

If any of you could go up to Oregon State and see that place I know you would be tremendously impressed.

I think that it has been the experience of most of us here that, from a business standpoint, in the handling of their financial affairs, the college fraternities have made the least progress of any organization connected with the university. We are beginning to have fraternities think in business terms and cooperative buying has been a wonderful aid along that line. I am strongly in favor of the plan that Dean Dubach has up there. I am glad that he has finally presented it.

The organization sells everything—curtains, drapes, cut flowers, and anything that a house may need. Fraternity House Managers handle from \$20,000.00 to \$30,000.00 of business a year, but they are elected usually because they need the job. They have practically no training whatsoever. A House may have a good man for one year, and then he

goes out and in comes another fellow who is often incompetent and frequently utterly unreliable. With the cooperative plan and financial supervision many of these undesirable features are eliminated. I strongly recommend it.

Dean Hamilton: About two or three years ago the Western Association of Deans met at Corvallis and we had an opportunity to go through this plant. I want to say that I never have seen any business that seemed to be run in a more business-like manner. The goods had the appearance of being efficiently handled. They had the best of everything. Everything was in good condition. They buy everything in carload lots; they buy their canned goods from the canneries direct; carloads of meat are purchased at a single time.

It seems to me that they are saving in their purchases. It is a money-making affair. Of course, they are operating as a non-stock, non-profit enterprise. I presume every state has laws providing for such a corporation so there wouldn't be any trouble in incorporating such an organization.

It certainly works 100% in Oregon.

Dean Armstrong: I would like to know what they show in the way of a financial saving over operating costs?

Dean Culver: I have had nothing to do with that directly. I would be in favor of it even if it didn't show a profit, even if one paid a little more, because it assures stability. It doesn't allow fraternity houses to get so far in debt that they can't get out of it.

A great many merchants will go to a weak House Manager and say, "Why worry, we will give you a credit of \$700.00 or \$800.00?" They get that credit and then the merchants can charge them any price they want to and the boys can't get away from it.

It seems to me a type of insurance to the fraternities as a group, because if one or two houses are constantly in financial trouble and court suits, the whole fraternity group suffers.

I think you get a higher type level of House Managers with such a plan because of the cooperative organization. Before, the Managers were just individuals, and they were at the mercy of any salesman who preyed on the weak buyer.

President Moore: I might ask Dean Culver if these members of the fraternities pledge themselves to buy all their goods from this cooperative store.

Dean Culver: I think not. I think that would be wrong. So far as Stanford University is concerned, membership is purely voluntary.

President Moore: Some of us got one thing from the paper and some another. It would seem to me that the only way it could work would be to have all members of the cooperative, and all buying all their goods from it. The statement was made that all operating expenses were paid and a refund, which showed a minimum of 10%, made to each member of the group at the end of the year.

Perhaps we should proceed now inasmuch as Dean Dubach is not here.

We have another phase of fraternity life on the program. I am not sure about announcing this topic, "The College Fraternity as a Moral and Spiritual Force"—I am not going to say "on our Campus," but on the campus of Dean Field's. Dean Field will discuss this topic.

## The College Fraternity As a Moral and Spiritual Force On Our Campus

*By* FLOYD FIELD, Georgia School of Technology

Mr. President and Fellow-Deans: I have been working at this job for two years. I believe that if any of you want to put in a life time at it you will come to the same conclusion.

In the first place, I am here at this convention primarily because of what the conference has meant to me in the past years by way of inspiration first, information second. I feel that the inspiration of these conferences is the greatest asset that we have—the association, the friendship, the inspiration, which means so much to each of us.

The second reason that I am here is because of a fraternity world which we as yet have not explored. I have listened to discussions of Deans of Men for the past eight or ten years. I have listened to Dean Coulter who has challenged me as no one else in the conference has challenged me to my best efforts along spiritual lines. I have listened to Dean Shepardson at the Inter-Fraternity Conference who has absolutely swung that group off its feet because of his challenge from the spiritual standpoint, of its value to the fraternity. And yet in none of these have I heard any one undertake to point out to us how we are going to achieve that character building, or the method by which we are to achieve it.

It is just as easy as it was in the old days to find gold in these California hills. Many times those old prospectors picked up nuggets, and so the fraternities from time to time have found nuggets—real character men who have absolutely stood against everything contrary to the building of character—and have produced out of their groups great character building organizations that have turned out some magnificent men. Yet those old pioneers found that they were missing millions of dollars worth of gold because they didn't know how to separate that fine gold deposit from the rest of the debris. Then some one found out how to do that one day. They passed this debris and the stuff they had cast aside through a process and found millions of dollars worth of gold that they had been trampling under foot. In the same way I believe that there is gold in the youth of today. Many people wonder if it is there at all, and yet those of you that have gone into the matter and have studied and investigated it have come to the conclusion that it is there. We need to pass that same gold dust through a group of real men of character in order to ascertain that golden product that we are all attempting to find.

I am just going to review briefly the story. I mentioned it a year ago at the conference. I suspect it didn't have very much meaning at that time because it was just the beginning of an experiment.

About two years ago the leader of a great student conference of the southeast had arranged for some inter-fraternity man to take charge of a group at that conference who might be interested in fraternity problems. This man disappointed them at the last minute and one of the leaders of that group wired to the president of the inter-fraternity conference and asked him if he wouldn't come. He wired back, "Get Dean Field." I received their wire on Saturday, traveled 250 miles on Sunday, and was ready for the conference Monday morning.

I found that the men there who were interested were not primarily fraternity men, but they were Y. M. C. A. secretaries, non-fraternity men on the campus, with here and there a fraternity man, who had realized that the fraternities in general were not cooperating with the character building agencies on the campus.

With that as a background I asked these leaders why it was that they had not invited the fraternity men to come to the conference to discuss these problems of the fraternity. They just threw up their hands. They were afraid of the fraternity men. They didn't know how to handle the fraternities. They knew that as Y. M. C. A. secretaries they had no entree into the fraternities and all of the so-called activities of the Y. M. C. A. were considered outside activities, so far as the fraternities were concerned.

Last year I sent out a call to the fraternities to meet at the student conference at Blue Ridge, North Carolina, in June. That call reached the fraternities of my own state, of course, but before that call came to a realization I was asked to take charge of the State Y. M. C. A. and Y. W. C. A. meeting of college students on the university campus where they met for three days to discuss campus problems. I immediately fired out to the fraternities of our own state the same kind of an invitation. Forty men, representing twenty-seven different groups, from the strongest fraternities on the campuses of the state were in attendance. A group of them met at Blue Ridge later, representing twenty campuses from ten different states. That group met to study the problems of fraternity character building. You may be interested to know that the first topic assigned to me by the state leader, when they asked me to take charge of this inter-fraternity group was "Fraternities and Politics."

I answered and told them that I had to have a conference with them before I undertook such a charge. I went down and talked to the state leader about this. I said, "What do you want to deal with? Do you want to get rid of the politics on the campus?"

"No," he said.

"Well," I said, "do you mean that you want to get rid of the bad politics and leave the good politics?"

He said, "Yes."

"Why do you group politics with the fraternity?" He didn't know. He had no idea at all as to why he had grouped it with fraternities. He had those topics and he thought they would go well together, or just as well as anything else.

I said, "I am not interested. I wouldn't send out an invitation of

that kind. I wouldn't insult a fraternity man to call him to a conference on a problem of that kind."

"What do you mean?" he asked. "You get up a topic then." So, finally, after talking with him a few minutes I suggested the topic which was adopted as the slogan and of the call: "The Fraternity's Part in Character Building on the Campus."

"Oh," he said, "I see what you mean. You mean to challenge the fraternities to undertake character building?"

I said, "Absolutely! That is just the thing I am trying to get the fraternities to do."

One other thing will let you see the antagonism, if I may use that term, of the normal non-fraternity mind. I had just as difficult a time to get the field council, who had arranged the program of the student conference, to agree even to let us have such a conference there. When I reported to them that we were to have Dean Shepardson make the principal address at that student conference in behalf of the fraternities, the state college leader of the group announced to the council, "Well, if Dean Field brings Dean Shepardson there to talk on fraternity matters, hadn't we better have a counter-irritant to also address the conference?" I said to that group, "If you men have an idea that I am calling these fraternities to that conference to discuss whether they are good or bad, count me out. That is not what I want of the fraternity men."

Then I said, "You men have not been able to challenge the fraternities to any constructive program, have you?"

"No."

I said, "That is what I am attempting to do. I am not asking the fraternity men to come in and talk about whether they are good or bad. They are on our campuses; they are a part of our campus life. And if I can get them to undertake to carry their end of the load, then there is no such thing as a fraternity problem." That was the basis of my challenge.

The active men are ready to meet it. When they got that kind of a challenge they came to the conference. At first it was with rather a hesitancy. They didn't know what Dean Field was after; they didn't know whether he had an axe to grind or what it was that he was trying to put over. But when we sat down and went through those problems for eight or ten days that particular group came out with certain definite recommendations which they termed "character building activities," and recommended to the groups on the campuses of the southeast. For a detail of that report I refer you to the Inter-fraternity Conference Minutes of last fall—1931. You will find the full detailed report printed there. I am not going through that now.

Coming back now to putting into practice some of these recommendations, for that is the gist of the story that I am trying to bring to you.

First, as to the State: The state association thought so much of the conference a year ago that they asked me to take charge of the same kind of a conference this year. We had about the same number again, but mostly new men, and discussed a step further than we did at the

first conference because we had had some practical experience and actual applications. As a result of that state conference we had this experience: On the Emory campus where there are about sixteen national fraternities two or three during the past year had been in rather a critical situation. The faculties and the fraternities had not gotten together at all. There were some impossible situations on the campus. The fraternities themselves were scrapping amongst themselves; the faculties said they shouldn't do certain things and then on the other hand cooperated with them in doing those same things that they said they shouldn't do. In the way of social dances, for instance, and things of that kind. That matter had to be corrected. As a result of our state conference there developed on the Emory campus a demand for a get-together meeting.

In Y. M. C. A. parlance, they had an inter-fraternity "retreat" with representatives from those fraternities. They took food with them for two meals, a night and morning meal. There were twenty of them, and three faculty men were invited to accompany them. They went out thirty miles to a cabin in the woods. They cooked their own supper, and after supper sat down to a real sure enough talkfest on the Emory campus fraternity problems.

I didn't know until I got to the grounds that I was to be the chief goat. But I want to tell you, fellows, I had the thrill of a lifetime as I stood before that group for two and a half hours that night and challenged them to a real character building effort on their campus, to a life that should correspond to the creed to which they had pledged themselves individually. It began with half an hour's talk on my part followed by questions—and they came thick and fast. When I pulled out my watch to see how time was passing I suddenly realized how tired I was and that I had been standing there and answering their questions for two and a half hours.

The next morning the president of the inter-fraternity council asked me if I wouldn't speak to their council at their next meeting and continue the discussion and outline the work that they needed to undertake.

That night half a dozen or more of them rode back to the campus with the Dean of Men. They were in the back of the car and he wasn't paying any attention to them. Four or five of them were discussing their problems. Their talk ran about like this: "That was a pretty high ideal Dean Field put up for us." "Yes, but we haven't been doing very much, have we?" "We haven't made a real effort along that line, have we?" "Guess we had better be undertaking to do something like he suggests."

The following week night, as I stood before the council, I had the pleasure, even before I had spoken, of hearing that council vote to iron out their last inter-fraternity scrap, which had been hanging fire for several months. On that campus they have undertaken a real progressive work of character building.

Now I am coming to one of the things that was recommended by this group—the training of pledges. How many of you are systematically training your pledges that come into the fraternity in the creed of your fraternity? I asked forty men that question in these conferences, and



I didn't get a single affirmative answer. They all realized what their pledges were. Many of them were more or less undertaking to train their pledges but that training was undertaken by men not trained themselves, who didn't understand the first principles of passing on those principles of that creed to the new men who come in. Oh, yes, they were drilling them in the courtesies of the social activities and they were training them in the general big men of the fraternity and their histories and traditions, but not a systematic training.

As a beginning of that work, I understood last fall to call together one man from each fraternity that I designated as the pledge group leader. I asked the president of the inter-fraternity council to appoint such a man and I told him why I wanted him. Then I called these men together. They reported to me that they were each having a weekly meeting. Many of them were letting their pledges go ahead without very much general direction at all. But in that weekly meeting they were trying to get them to learn certain definite things.

The action of those leaders, after they had reported to me their efforts in trying in this lonely way to get their pledges started right, was so pitiful, and they were so eager for help, that I almost fainted with the shock to realize how I had allowed this opportunity to go by year after year without even trying to give these leaders information as to how to get that thing across to their new men.

Month by month I asked those men if they wanted to continue the meeting. They voted unanimously to continue. So I began month by month to help them in the training of their pledges. As a climax to those meetings we had a mass meeting in December of the pledges. There were about 250 or 300 of them at the meeting in an auditorium. Bishop Mikell, the head of the K. A. Fraternity, addressed them on the challenge and opportunity of fraternity life. He gave a real charge to the new men coming into the fraternities. I am just going to give the five points that he drove in, in his masterful way, to those men who sat spellbound listening to him:

1. I breathe—the physical.
2. I think—the mental.
3. I love—the social.
4. I serve—obligation to others.
5. I pray—obligation to God.

This group of leaders asked me, in their last meeting, if I wouldn't outline a course for the pledge group leaders this fall. I told them that I would. I wonder if any of you have ever undertaken to outline such a course. I started to work before I left in June, and I thought that I would have lots of time this summer to work on it so I brought it along with me and have been working on it off and on all summer. I am just going to give you briefly an outline of the things that I am trying to do for these pledge group leaders that I am going to call together this fall and meet with once a week and undertake to give them a course of ten lessons for ten weeks for their pledges. I haven't time to go into the big outline that I have here but I will give you the highlights of it.

This is the basis of my challenge to fraternity men. Ninety-eight

per cent of college fraternities believe in a Supreme Being or a Deity. That is the thing that they are pledged to—belief in God. That is the basis of character.

I have done a lot of preliminary work. The more I studied it, the more I realized that I had to lay out a foundation. I am going to have this mimeographed and furnished week by week to these pledge group leaders. Here are the ten topics that I have set for myself in helping these men to lead their pledges in understanding the character of the fraternity into which they are to go:

First: the Tech fraternities. Second: my own fraternity. Those are the first two lessons.

The third lesson is the purpose of the fraternity.

The next three lessons are on the creed: (1) Belief in Deity. What do you mean by it? (2) Brotherhood. What do you mean? (3) Scholarship. Those are the three lessons on creed.

Seventh: The guiding principles of the fraternity.

Eight: Vocational guidance.

Ninth: Cooperation.

Tenth: Obligation and opportunity.

I have been working for hours on those three lessons on creed. I am humbly approaching it from this standpoint: Here is a sophomore or a junior whose task it is to teach those new men the basic principles of his fraternity. I am trying to help him present it to those new men in such a way that they will realize that they are pledging themselves to a life faith in God, brotherhood and scholarship. I have found that I have a task.

I want to challenge you men to undertake in your state and on your campuses something along this kind of a program. No one else except you has the entree to the fraternity world of your campuses. This is your responsibility. I pray you to begin that work at once. Many of you I know are already working with your fraternities. I have been, too, for a good many years, but I have never undertaken this particular phase of it until last year. There is a marvelous wealth of nuggets yet to be unfolded.

These men don't know how to do it. No one has ever suggested to them that they do it. You can't transform your fraternity world in a week, a year or two years. It is going to take you years to do it. But when you get to the point where you are training your new men as they come in, in character, and those men of character go out into the world, then your fraternity problems are just about solved.

May I just close with a story—I don't know whether you have heard this story or not. It was winter. The Roman army was encamped by a frozen lake in far off Gaul. A messenger from Caesar reached the commander: "Great Caesar has been proclaimed a god. Every Roman shall offer incense to the divine hero."

So the commander, by the side of the frozen lake, erected an altar with coals on it and next to that altar he placed a bowl of incense. The Roman legions started to march by the altar and as they marched by they took a pinch of incense and dropped it on the altar, thus

worshipping the god Caesar. They passed by in a steady stream all day and long into the afternoon. Then there was a pause. Forty men had passed that altar and had dropped no incense. The commander in astonishment ordered them back and said, "We will give you one more chance." Those forty men said, "We will worship no man." But they were marched by again and still they didn't drop any incense on the altar; it didn't make any difference to those men. The commander had threatened them with being stripped of their clothing and marched out on the frozen lake. As they filed by the altar again and did not drop any incense on the altar, they were stripped of their clothes and marched out on the frozen lake. As they marched off they sang:

"Forty wrestlers wrestling for Thee, Oh Christ,  
Forty wrestlers wrestling for Thee;  
For Thee we claim the victory,  
From Thee we claim the crown."

The commander stood silent listening to their voices as they grew fainter and fainter. Then out of the cold and darkness one craven wretch came back, crawled to the altar and dropped his incense upon the altar and fell dead at the feet of the commander. The commander was startled, listened a moment, then threw off his own clothes and armor and ran out on the frozen lake singing himself:

"Forty wrestlers wrestling for Thee, Oh Christ,  
Forty wrestlers wrestling for Thee;  
For Thee we claim the victory,  
From Thee we claim the crown."

The next morning the searchers found him with the other thirty-nine dead on the frozen lake true to their pledge and their promise, but men of character.

President Moore: Many of us have visited Georgia Tech and a number of us here have visited in Dean Field's home. By making his home a social center of the finest type, he has a most important part in molding useful lives and laying foundations for happy homes in later years.

I offer this personal testimony to the sincerity of his belief in the possibility of character development through our contacts with these youngsters.

We grow a little cynical at times in our attitude toward fraternities. We look at the silly things they do, the selfish things they do, the sinful things they do, and we wonder at times if it is of any use to try to help them get a viewpoint which they are not at all interested in getting.

I am going to ask Dean Field to talk this thing over with the group still further, so let's have your questions.

Dean Sanders: My question has to do with the approach to these problems which are common to us all. Of late I have been a little uncertain about approaching the problem from the standpoint of character building. I use the term "character building" now in an abstract sense. It seems to me that character is a kind of by-product,

the result of all our activities, whatever they may be. Everything we do either contributes to strong character or contributes to our becoming weak characters. It occurs to me, in listening to Dean Field, that it is perfectly possible for us to approach this problem in such a way that we shall deal with abstractions in such a way that the boys will not understand just how they are geared into their everyday experiences.

I must not be misunderstood. I do not infer that Dean Field does not deal with those problems. I judge from his approach that it is a concrete life problem. I have some misgiving in approaching the boys on the basis of just abstract character building. It seems to me that there are approaches in dealing with honesty, in examinations, for example, in paying one's debts, and honesty in dealing with individual students and with groups of students that are really significant, although in no way tied to a discussion of character. I judge one might talk all evening about honesty in campus relations, for instance, without ever once mentioning the question of character.

On our campus I have heard men talk about character building until I hesitate to use the word. Character is a result of our activities. My experience is all too brief, as you men well know; but it occurs to me that in dealing with individuals and with groups on the campus if we can show their various obligations in a manner that is social and, therefore, ethical, we shall be doing the very thing of which Dean Field speaks. I am just a little hesitant to start talking about character building as if it were something apart from the daily experiences of the individual in the group.

I would like to ask Dean Field how he approaches the problem when he talks with students. Do you set up your program on a basis of "character building" discussion as such, or do you deal with concrete life problems that demand choices?

Dean Field: The time this afternoon would not permit me to go into the details of that, but I would answer the question in this way: This is just the point that I am undertaking to explain to these group leaders. It is their problem to teach these pledges that come in that their creed is not an abstract thing but a part of their everyday existence. That is the problem I am up against as I begin to outline the lessons to these leaders. It demands study on my part. I don't know how you would tackle it, but unless you teach those young men on that basis, until they have that inner drive in their own lives whereby they want to attain the right kind of things so that it will show in their everyday living, you will not get anywhere with it.

I don't know that I have answered the question, but this is a detail to be worked out.

President Moore: Dean Stone, do you have any announcements?

(Here followed convention announcements by Dean Stone, Dean Bacon and President Moore.)

President Moore: We stand adjourned until 9:30 tomorrow morning.

Whereupon the convention recessed at 4:45 p.m.

## THIRD SESSION

Tuesday Morning, July 26, 1932

President V. I. Moore, Presiding

Meeting called to order at 9:30 a.m.

President Moore: Gentlemen, I think we had better start so as to not run behind our schedule. We will start right in with Dean Stone's paper on "Present Trends in Vocational Counseling." Mr. Stone has told me that he is going to call on Mr. Greenleaf to assist him in conducting the round table discussion. We will turn the floor over to Mr. Stone at this time.

## Present Trends In Vocational Counseling

*By* HURFORD E. STONE, University of California at Los Angeles

Mr. President and Fellow-Deans:

In looking over the Secretarial Notes of previous conferences of the National Association of Deans and Advisers of Men we find very little mention of Vocational Guidance with the exception of the address of Dean Stone of West Virginia in 1928 on the subject, "Vocational Guidance; What the Colleges Are Doing." As a new member of this group I take it that the absence of this topic from your former deliberations was not due to a lack of interest, but rather because of a noble resolve to avoid discussion of controversial subjects as politics, religion, and vocational guidance. No doubt it was an understanding of this situation that prompted Dean Stone to state his subject as he did and I have followed his lead by setting myself the task of reporting some of the present trends without attempting to take or defend a particular viewpoint. Our task is to point out some of the present trends in one phase of vocational guidance, to report some of the recent researches and experiments in the field and to open the topic for general discussion.

As our subject is vocational counseling, we are dealing with but one aspect or element of vocational guidance. The latter is a much more inclusive term. There is all too little agreement among personnel workers as to definitions of terms and much of the literature in this field is so full of ambiguity as to make it difficult to be sure just what the writers are talking about. To avoid this confusion of terms let us agree for the moment with Fred C. Smith of Harvard University that there are six recognized elements in a vocational guidance process: (1) analysis of the individual, (2) study of occupations, (3) counseling, (4) preparation for the occupation, (5) placement, and (6) follow up.<sup>1</sup> It is to the third element, counseling, the actual face to face interviewing and advising of the individual, that we shall give our primary attention this morning. Even a casual consideration of the six elements in vocational guidance would indicate that in all probability the counseling

1. *The Personnel Journal*, June, 1931, p. 35.

phase is the one of major interest to a Dean of Men, for whatever administrative functions he may perform, it is this supplying of the human touch, the personal contacts, in short, the safeguarding of the individual in mass education that is his chief duty and source of worth while service.

In discussing vocational counseling we are indeed dealing with a highly controversial subject. Our group is quite unusual if there are not those present who hold the most divergent views. As proof of widely separated attitudes in our own organization I submit the following extracts from letters received from two Deans during the past year:

1. In our statistical and research departments we are continuing to experiment with aptitude tests, hoping that when perfected they will form, to a large degree at least, a reliable basis for vocational counseling.

2. We give advice to all comers, but we have no outline or record forms. I am myself sold on the proposition that the average normal person can do whatever he undertakes to do if he has the backbone and the determination to carry it through. The people who go to college who are looking for vocational guidance it has seemed to me are, on the whole, looking for something easy.

#### Origins and Past Progress

As a basis for our discussion we should probably remind ourselves briefly of the origins of the vocational guidance movement, some of its progress in the past and then enumerate at least some of the presuppositions which are basic to a consideration of individual counseling in education. We think of vocational guidance as a new thing, a fad sometimes, a new movement scarcely out of its adolescence, for the term vocational guidance was apparently used for the first time in 1909. Let us remember though that Plato was not unaware of the phenomenon of individual differences, of the necessity for division of labor even in an ideal social order and of the desirability of guidance in vocational selection. In the Republic we find such clear cut indications of Plato's vision as these:

"Really," I said, "it is not improbable; for I recollect, myself, after your answer, that, in the first place, no two persons are born exactly alike, but different from each in natural endowments, one being suited for one occupation, and one for another."<sup>2</sup>

From these considerations it follows, that all things will be produced in superior quantity and quality, and with greater ease, when each man works at a single occupation, in accordance with his natural gifts, and at the right moment, without meddling with anything else.<sup>3</sup>

In 1795 Henry MacKenzie wrote—"one promiscuous line of instruction is followed without regard to genius, capacity, or probable situation in the commonwealth." In 1881 Richards, in his "Vocophy," discussed vocational advising and advocated phrenology as the most valuable aid. For years pseudo-scientists in the form of astrologers, palm readers, phrenologists, mediums, and seers advised a gullible populace as to proper occupational choices and unfortunately we are not entirely with-

2. The Republic of Plato, Book II, page 60.

3. Ibid, page 61.

out their services today. As proof of such modern advising I quote from a local newspaper of July 13:

"Beginning Friday, Ruth Fowler Brown, noted handwriting analyst, will conduct her personality analysis column. She personally checks your character traits—and this takes time. Watch for the coupon Thursday and send your handwriting to her promptly. With each analysis Mrs. Brown will send a copy of her Vocational Chart. Your secrets are safe with Mrs. Brown. Her work is confidential."

In the beginnings of the Vocational Guidance Movement in the United States we think of the pioneering work of Meyer Bloomfield, Frank Parsons, and Philip Davis in the Boston Civil Service House. This Civil Service House organized in 1901 grew into the Boston Bureau or Breadwinners Institute in 1907 and into the Vocational Bureau in 1908. The following year Meyer Bloomfield was asked to organize Vocational Guidance work in the Boston public schools.

Without pausing to trace in any detail the succeeding historical developments in this field we may note that the first National Conference on Vocational Guidance was held in Boston in 1910, that summer school courses in Vocational Guidance were offered first at Harvard University in 1911, in the University of California in 1914, and a year course at Columbia University in 1916. The years 1911 to 1917 were very fruitful in the development of individual tests through revisions of the Binet Scale but it was the development of the Army Alpha and Beta tests and the testing of two million men during the world war that gave the great impetus to the testing movement.

With all our criticism of and objection to the overenthusiastic pursuit of psychological tests and the earlier overestimation of their validity we cannot fail to recognize that the testing movement has been and will continue to be a most significant factor in the attempt to raise individual counseling from the plane of sentiment, opinion, and ex cathedra pronouncements to a more scientific level. It has helped dispel the idea that a vocational counselor is an oracle and his office a Delphic shrine. Such men as Binet, Thurstone, Kitson, Stenquist, Terman, Thorndike, Strong, and a host of others in the field of mental and aptitude measurement have contributed much toward our efforts to understand and predict human behavior.

#### Presuppositions

As indicated earlier in this paper there are certain fundamental presuppositions in all present day vocational counseling which we may dignify by that name. Among such presuppositions may be listed the following:

1. Individuals are widely different in mental ability and aptitudes and such differences are to a significant extent discoverable and measurable by application of scientific method.
2. Occupations of modern complex society are increasingly specialized and in large numbers of these there are developing characteristic sets of occupational attitudes and values.
3. The function of formal education is to provide an idea!

environment for learning through experiencing and to guide the development of youth into a happy and useful membership in the social group. The school therefore is not to be set apart from normal social process.

If we agree that these presuppositions are fundamental, it follows that vocational counseling is not a problem of psychology, of economics, of sociology, or philosophy but one which cuts across all these fields and needs the best contributions from each. Vocational counseling is not a partment or department in education, but rather a most vital part of therefore a mere technique or method. It is not one water tight compartment of the educational process.

#### A Survey of Counseling Technique

Fred C. Smith of Harvard University, Editor of the Vocational Guidance Magazine, conducted a survey of techniques in vocational guidance being employed in American Colleges and reported his findings before the 1931 convention of the American College Personnel Association.<sup>4</sup> His report based on sixty replies received may be taken as a fair sampling of present day practices. He found that 55 per cent of the colleges have an organized program for individual counseling, largely on a voluntary basis. Interviews average thirty minutes. During his busy season the counselor interviews from ten to ninety persons a week, with a median of thirty. Forty-five per cent of the counselors are specially trained, full-time persons attached to the guidance department. Forty-five per cent are selected members of the faculty giving part-time to counseling. Only 18 per cent of the colleges attempt to use all the faculty, and 7 per cent make use of selected senior students.

A number of experiments in vocational counseling are being conducted and we shall report here in brief outline two of the most interesting of these.

#### The Stevens Institute Experiment

In August of 1931 the Stevens Institute of Technology held a two week camp session for high school juniors, the objective being to assist these boys in choosing a college and so, to quite a degree at least, in choosing a career. The work of the camp was in three parts: (1) Lectures in choosing a career, choosing a college, and on the different kinds of work performed by engineers. (2) An occupational experience for four and one-half hours each day in learning the rudiments of surveying. (3) A comprehensive psychological testing program administered by experts. Nineteen tests were given to each boy and they became so interested in learning more about themselves that approximately half of them took as many as thirty-three different tests. The tests included Johnson O'Connor's aptitude tests, the Iowa scientific aptitude test, the O'Rourke Mechanical Aptitude Test, one form of the Otis test, and the Strong Interest Blank, the results being interpreted in the light of other information the advisers had from school records, letters from parents and daily contact with the boys during the camp period. President Davis of Stevens Institute is unwilling to evaluate the results as yet but letters received from parents were most encouraging and enough success was

4. The Personnel Journal, June, 1931, page 36-37.



experienced to merit continuing the experiment during the present summer.<sup>5</sup>

#### The Minnesota Unemployment Research Project

The primary object of the Minnesota Unemployment Research Project is "to determine whether or not vocationally maladjusted individuals brought to light by the depression can be transformed into vocationally adjusted individuals through a program of individual diagnosis, classification, training, and placement."<sup>6</sup> In making up an individual's summary diagnosis record, scores and percentile rating on ten tests are listed and the general profile is charted. A complete medical and physical examination is given and significant findings recorded. Diagnosis of the individual's case is made at a staff conference where a trained social worker, the medical examiner, and the chief psychologist are present to assist in the analysis of the facts and to help arrive at a decision as to training to be recommended. The Minnesota and Stevens experiments are indicative of one of the outstanding and most encouraging trends in vocational counseling—namely the substitution of scientific clinic method for the judgment of a single counselor.

The entire personnel program of the University of Minnesota is an excellent example of another trend which is closely related to the clinic technique described above, namely, a decentralizing of counseling services. At Minnesota the effort is to coordinate rather than to centralize counseling. I am sure that we are all becoming more and more, aware of the fact that one counselor cannot interview all and give sound advice. The wise vocational counselor makes use of faculty advisers and counselors at every opportunity. His office is coming to be regarded as a clearing house as well as a place for personal interviews.

#### Reports From Colleges

Letters sent out from our office to a number of colleges and universities brought several interesting reports of progress in vocational counseling and further attacks to be made on the problem. We shall quote briefly from a few of these reports:

PURDUE UNIVERSITY: *Under direction of the Dean of Men.*

Informal. Have a personnel man for Engineering Schools who maintains a complete personnel record of students, interviewing both graduates and undergraduates. In school of Agriculture the Assistant Dean interviews and advises all students. Similar personnel work done in Schools of Pharmacy, Home Economics and Science. Record forms give scholarship record, personality traits, health record, vocational choice, employment experience while in school, and other personal items.

STANFORD UNIVERSITY: *Under direction of Vocational Guidance Committee.*

Vocational Guidance Committee organized in 1913. Published a Bulletin of Vocational Information 1919 and 1923. Personal advising being done by certain faculty members and alumni. The Secretary of

5. The Personnel Journal, February, 1932, page 343.

6. The Personnel Journal, February, 1932, page 325.

the Vocational Guidance Committee interviews students seeking vocational advice and has done extensive research work in this field.

**HARVARD UNIVERSITY:** *Under direction of Consultant on Careers.*

Employ a "Consultant on Careers." All his interviews are voluntary on student's part. Cooperates with Alumni Placement Service. Does not use any psychological tests feeling that "the choice of career is a highly individual matter and that success or failure frequently depends on a stimulating first connection."

**NORTHWESTERN UNIVERSITY:** *Under direction of Director of Personnel.*

"Have been rather cautious in the development of the program of Vocational Guidance." Have a Director of Placement with twenty-five years of business experience. Interviews all Juniors and Seniors in the College of Liberal Arts and the School of Commerce and men from other schools who request. Uses several factors as grades, activities, and general circumstances to get a "size-up" of an individual.

**YALE UNIVERSITY:** *Under direction of Director of Department of Personnel Study.*

All Guidance activities headed up in the Department of Personnel Study. In senior year students interviewed "seeking not of course to direct but to help crystallize in the students' own minds their plans for permanent employment." The cumulative college record, the student's special aptitude, and potential abilities made use of in the interviews.

#### The Use of Tests

We shall not attempt to present a detailed description or discussion of the use of psychological tests in counseling. That is in the field of analyzing the individual, another phase of vocational guidance. In counseling, however, we are concerned with the interpretation of test results to the individual and two very important trends seem to be evident here; one, the substitution of a composite score or profile from a number of tests for the single test score formerly used, and the other, the substitution of probability tables for the correlation coefficient.<sup>7</sup>

#### The Theory of Probability and Vocational Counseling

One of the outstanding investigators in the field of vocational guidance is Harry D. Kitson. One of his best contributions is in pointing out the inadequacy of the correlation coefficient as a measure of vocational aptitude and suggesting the theory of probability as a tool in predicting occupational success.<sup>8</sup> Kitson's method in brief is this: By utilizing the procedure now used by employers in selecting individuals for an occupation he holds that we may improve our technique in selecting occupations for individuals. He would administer to a large group of employees in a given occupation a single vocational aptitude test or a test battery, and then express their test standings in a percentile distribution table. These standings then must be correlated with standings in productiveness or success arranged in percentile order; then using the same tests applied to workers, test applicants or advisees. When we know the test score of the individual under consideration, and knowing

7. *School Review*, Vol. 28, page 143.

8. *Ibid.*

the chances that an individual standing in a certain percentile in the tests will stand in a corresponding percentile on a scale of occupational success, we can state in terms of probability the chances that the individual will stand in a given position in the occupation, *so far as his ability is concerned*. The scientific vocational counselor gives his advice in terms of probability and never tries to relive the individual of his own responsibility for making a choice.

#### Interviewing

The personal interview which has always been the outstanding medium for the influencing of student life by Deans of Men is now coming to be regarded as the very keystone in a program of vocational guidance. The interview process has been subjected to careful study and a sincere effort made to develop improved techniques. In the fields of employment and social service there has grown up a fairly generous fund of literature on the subject. In education the literature on interviewing is more limited, but we find here also evidence of an increasing desire to make the interview productive of at least some objective results. To this end interview blanks are being used for recording of facts brought out and of advice given. In social case work the method showing the most promise is the writing up of the interview in the first person giving a more unbroken picture as revealed by the interviewee.

The danger of bias of the interviewer influencing the interviewee's reactions has been pointed out by Rice of the University of Pennsylvania.<sup>9</sup> He found that two social service interviewers, one a prohibitionist and the other a socialist, got entirely different reactions from their interviewees. The prohibitionist was informed by the men he interviewed that their downfall was due to drinking in more than three times as many instances as was his fellow interviewer who was a socialist. The socialist was given industrial reasons as the explanation of misfortune by half again as many men as gave this explanation to the prohibitionist. The need for care in avoiding "leading questions" and in concealing bias in securing accurate reactions from those interviewed is apparent.

There seems to be an increasing appreciation of the difficulty of the interviewers task if he has no information about the client prior to the actual interview. To meet this need cumulative records are becoming increasingly utilized. Some such plan seems indispensable if we would make of the interview more than a mere visit. If we are scientific we are unwilling to form conclusions from meager or uncertain data. A cumulative record showing high school scholarship, high school teachers estimates, mental test scores, college academic record, extra curricular activities, aptitude tests scores or profile, special interests, etc., is certainly a most valuable aid to a counselor.

#### Summary

To summarize briefly we may say that vocational counseling as one element in vocational guidance is generally recognized as one of the important aspects of educational personnel work at the college level.

9. American Journal of Sociology, November, 1929.

The majority of colleges have an organized program for individual counseling, largely on a voluntary basis. Many of those who do not have such programs express an active interest in them and are making plans to institute some form of vocational service. Experiments now being conducted indicate that the clinical method of approach is far superior to the older method of analysis and advising by a single counselor. Psychological tests which were at one time highly overrated as to validity in counseling work have not been discarded but serve now as one of a number of criteria on which reasonable advice can be given. Test scores are being interpreted to the advisee in terms of probability rather than as absolute indices. The interview as the central phase of counseling is being subjected to careful study with the hope of suggesting improved techniques. The interview is the counselor's contact with the student out of which should come not only information inspiration, a new-sense of self reliance and courage.

As "laissez faire" has been discredited by thinking economists for an increasing measure of "social control" and "planning" so are the old passive attitudes of "divine calling" and "every man the maker of his own destiny" being displaced with aggressive and scientific attack of the problem of the vocational adjustment of individuals. This to me seems to be one of the most encouraging trends in vocational counseling today. We are realizing the economic seriousness of the problem, the social necessity for its solution, and are bringing to bear upon it not passive prejudice or opiated judgments but application of the scientific method.

President Moore: I am going to urge Mr. Greenleaf to sit over closer so we can get a shot at him, because he is unquestionably an expert along this line. And Dean Stone is going to share the responsibility with our friend, Mr. Greenleaf. We want some personal experiences.

Dean Stone: I would suggest that we hear from Dean Armstrong or Dean Rollins from Northwestern in regard to their program of vocational counseling.

Dean Armstrong: We have something of an unusual situation due to the fact that the man who is doing our work was out in business rather early and got enough money to lose interest in getting more. He has been devoting his time to work of placement. He is connected primarily with the School of Commerce. He has had wide experience in business. We probably couldn't buy him if we had to pay him a salary.

On our down town campus we have another man who assists the down town men.

Then, of course, there is the regular work which, I understand, is not the topic of discussion this morning—the regular placement bureau for the undergraduates who are doing part time work. We do a considerable amount of that work also.

Dean Stone: Dean Moore, I would suggest that in our discussion of the topic we not confine ourselves to the counseling phase alone but rather include all the other elements in vocational guidance as well.

Dean Gardner: Mr. President: I believe that vocational counseling should begin in the secondary school system. It is there that the students should receive the information about different vocations, and there that the first suggestions should be made to the students to consider their own "assets and liabilities." It is not too early to begin the analysis of personal abilities in high school.

The serious problem in college is a curricular one. The entering student selects most any course for most any reason, except the real one—its service to him as an individual. There seems to me to be too much opportunity for the college student to get off into curricula about which he has no knowledge and for which he has no aptitude. The average four year liberal arts college can give a man almost anything, most of which at least will not hurt him, and when he graduates he is fitted to do one thing as well as another. Why? Because he has received a training of mind whether he studied history, English, chemistry or what have you? This training equips him to grasp the content and techniques of general vocations. It is very difficult to give vocational direction by the time the students reach us. We may aid them and help them to coordinate their abilities and ideas but the basic information should be given to them in high school. Sometimes I feel that we do too much vocational *guidance* and too little *counseling*, if you can understand my distinction.

It is unfortunate that each institution of the country cannot establish a clinic or organization such as the University of Minnesota Employment Stabilization Research Institute. However the cost of such a program is prohibitive to most of us. If it were possible, then we really could do constructive vocational counseling.

In conclusion my I say that vocational counseling is only one of the many phases of student life with which we have to deal. It becomes more and more a minor problem if we adjust each student personally so that he can find his own vocational level.

Dean Field: I think the thing that we should stress here is to get these young lads to talk through for themselves their own ideas. I feel that some of the most successful conferences I have had have been just that—when a lad comes in and you get him to talk, when he expresses his own desires and own thoughts, with a suggestion here and there to lead him out, very frequently you get him to crystallize something definite in his own mind. I think that is the most important thing that we can do along this line.

In the meantime you need this kind of a background that Dean Culver has been talking about because you have to know practically all of these things in order to be able to suggest to these lads the various lines of activities.

One other thing: I am very strongly convinced in my own mind that the average youth is not ready to choose his life work when he enters the freshmen class. In other words, I can not agree that vocational guidance should begin in the high schools. I think it is a mistake. I have seen too many cases where the youth has come up to the freshmen class thinking that he wanted to do a particular kind of work and as he

got higher and higher, into the junior or senior class, acknowledge in his own mind that he has discovered a field of activity that he never dreamed of when he was in high school or even a freshman and which lead him into an entirely different line of activity. While you are down in the valley, you cannot see the kingdoms of the world. If he can be led a little higher up and shown some of the kingdoms of the world then you will have accomplished the thing that I think the personal conference is for.

Dean Bose: At California Christian College, which is a small college in Los Angeles, we have what we call a "Character guidance program" which inter-relates faculty and special officers. A student when he comes to our college doesn't major in so many courses, or in any division of courses, but majors in seven life experiences. One of those life experiences is vocational interest and when he comes to the junior year it naturally comes whether he has found himself in some vocation or not. If he hasn't we have a relation with the state Y. M. C. A. whereby this student goes to Dr. White, the vocational guidance man, and he puts him through the course they have there, and if the student has an interest in some profession or vocation Dr. White has him interview some of the leading men in Los Angeles regarding that vocation and find out what the possibilities are and whether or not the student would be interested in that particular thing, etc.

I think that has value because it comes up in the natural course of the college life that by the time he reaches his junior year he finds himself vocationally. Also, he has a chance to talk to these outstanding successful men along the way.

President Moore: Mr. Greenleaf, will you take a few minutes to close this discussion. I think we have just a few more minutes.

Mr. Greenleaf: Vocational guidance, as I see it, is a giving of information principally. Vocational guidance is not an exact science at all. I doubt very much that you can place a man by psychology tests, and say that this particular thing is the thing for that man to go into.

I believe vocational guidance should begin in high school, but not finish there. I doubt very much if a college man can actually select his vocation before his first two years in college. Those that choose their vocation in a professional line, of course, are all set when they go to college.

I believe that the interest should begin with the boy. I have quite a little experience in advising veterans. I have advised about 15,000 men of the veterans' bureau in everything from trades to professions. The boys that did not go to college I had to fish around with and try to find out what they wanted to do. Some would come to me and say, "Mr. Greenleaf, I will do anything you want me to do." Of course, I didn't want them to do anything. Those are the difficult cases to handle. They are extremely difficult. They are the boys who have no ideas of their own and you actually have to place them

in a job or trade in which you think that they will probably make good, and presumably they do make good.

But on a college level it is a different proposition. The little leaflets that I have been getting out the past year are all on college level professions, professions of one kind or another that require a certain amount of college work, etc.

The interest element must arise in the boy. You can't create interest in him. He has a certain special interest that he wants to get into and, of course, there are so many professions that one man can't know all the details about all of them.

I suppose many of you did as I did once. If a boy wanted to be a doctor, and you didn't know anything about it, perhaps you would take him to some doctor friend of yours and have a little consultation.

The specialists are of two varieties, I have found, the booster type who says: "Oh, yes, go into medicine. You will make lots of money, friends, and this, that and the other thing. By all means, go into medicine." Then there is the reverse type, the men who say: "Don't go into medicine; go into law, all lawyers make money. Doctors don't make any money." You don't have that happy medium of advice when you speak to a professional man about his profession. Either you have the boosters or the people who believe the other fellow is getting along better.

These little leaflets that I have been getting out have been for the principal reason to give the boys what they want to know. They want information; they don't want to know much about the leadership or much about honesty in the position, climbing the rungs of the ladder, and that sort of thing. What they want to know is how long it takes to become a lawyer. They want to know how much it costs to go to school. They want to know what to do after they get a diploma, and all that sort of thing.

Would any of you advise a boy to become a Dean of Men? Would you say to any particular boy, "You should be a Dean of Men," and put him out into the world? No! But if you suggest to the boy what the details of the Dean of Men's office are, and that there are plenty of other professions which are related to the Dean of Men's work which may in time lead to a position of dean of men, he may in time become a dean of men.

I could run on for a long time, but I have a series of publications up here on the table that I want to leave for you to look at. You can have them to take away with you.

President Moore: This has been an extremely valuable and interesting discussion I think to all of us. But it is not fair to trespass on the time allotted to the last topic on the program this morning. Dean Lovitt, of Colorado College, will discuss now some special case studies.

## Individual Case Studies

By W. V. LOVITT, *Colorado College*

Prof. Mitchell of Johns Hopkins in his book entitled "A Preface to Economics," says: "We have individual greediness which knows no precautionary restraint. There is no forethought. Instead, we suffer the penalties of industrial collapse. There is no plan. All is left to chance, which results as often unluckily as luckily."

*"We have individual greediness which knows no precautionary restraint."*

If this is true in our economic life it is partly because of the same conditions in our academic life—individual greediness which knows no precautionary restraint. Too much emphasis is laid upon the acquisition of mere knowledge; too little emphasis is laid upon moral issues. The acquisition of mere facts tends to the development of shysters, tricksters, and sharp crooks. Deans of men can help a lot in having more emphasis placed upon the development of character. To this end we need—let us hope that for the most part we have—Deans with some strength of character. A Dean cannot be a proper example if he sits down to a chicken dinner grabs all of the best pieces for himself.

There does exist *individual greediness which knows no precautionary restraint*. Everywhere there are needed men with the ability to work unselfishly. It is our duty and pleasure as Deans of Men to assist in the development of such men.

In our work as Deans of Men less than five per cent of our time is taken up with the consideration of cases of discipline. It is in the firm unbiased handling of these cases that we have an opportunity to assist in the moulding of the character of many young men, singly or in groups. The development of unselfish character should be the basis of all our actions.

It is our general policy to have as few rules as possible. If possible we would like to operate without any rules. We would like to assume that every male college student understands what is meant by fair play and conduct becoming a gentleman. We would like to operate without rules and whenever the students' interpretation and the interpretation of the administration differed we would have a session and discuss our differences of opinion. A general attitude of the college at present is that every student is a special student. The policy of having as few rules as possible is quite in line with this attitude. Thus every case of discipline whether of a single individual or of a group, is an individual case.

All cases of discipline with us are handled by a committee consisting of the Dean of Men, Dean of the College, Dean of Women, a psychiatrist, and three more members of the faculty.

A general method of procedure, to be followed when public sentiment is strong in any one given direction, is to let the public (in this case the students) have its way until it becomes ashamed of itself. This is in line with the modern idea of student self government. To illustrate:



There was a rule at Colorado College, never rescinded, but now obsolete, prohibiting smoking within the college buildings. Many of the faculty were not observing this rule. Why should the students observe the rule? It is not the duty of the Dean of Men at Colorado College to enforce the regulations. The recitation halls were blue with smoke. The steps and corridors were littered with cigarette stubs. I did nothing beyond expressing to individual students my disapproval and expressing my regrets that such a condition existed. This year several boys' organizations published, in the college paper, their disapproval of smoking in the corridors. They expressed themselves as prepared to enforce a no-smoking rule in the corridors and issued an edict to the freshmen against smoking on the campus. Conditions are enormously improved.

If I have any rule of procedure for my general guidance it is this, namely; exert a steady pressure upon the delinquent. This works as follows: Except in extreme cases do not hand out summary punishment to the delinquent. Never grant him a favor. If a disturber flunks out I use what little influence I have to see that the reinstatement committee does not reinstate him. I would not recommend him for any kind of job. I would not recommend him for a loan. Summary punishment makes a martyr out of a man. This method eliminates the delinquent student and at the same time gives him an opportunity to gradually improve his attitude and performance and avoid elimination.

We place emphasis upon scholastic achievement. Every young man who makes an average of 85 or better in any one semester receives a letter from the Dean of Men complimenting him upon his achievement. The boys prize these letters highly. One mother stated that her son was saving these letters and he had remarked that he was preserving them to show someday to his grandchildren. One mother reported that her son slapped his letter down on the dinner table in front of his father who was a Colorado College alumnus with the challenge "Dad, I bet you never got a letter like that from the Dean while you were in college." These young men need and appreciate praise and encouragement.

Our greatest source of help in dealing with fraternities is the National Headquarters and the District officers. Three years ago we had occasion to report one fraternity to its National Headquarters. The faculty placed the fraternity on probation for one year and then promptly forgot the existence of the fraternity. At the end of the year the probation was removed. Probation consisted simply in placing the word probation on record. The fraternity must have been nearly down and out at that time. It is still in existence on the campus altho this year without a house and with only a loose organization. It may or may not survive. Certainly, I do not see how the uttering of the word probation could kill a fraternity.

One year ago, on receiving a report from my office, another fraternity was placed on probation by their National Headquarters. Before being placed on probation the fraternity had to make a showing to headquarters of sufficient strength to warrant keeping their charter.

We assisted the boys in making a defense to save their charter. That fraternity is, this year, making an advance toward better things. They have exercised more caution this year in their pledging, looking for boys with character and scholarship.

Let us review now the cases of some individual boys. Case I: A young fellow tried some liquor at a student dance. He took his partner back to the dormitory. By that time he had become almost helpless. Others had to help him home. He was suspended for two weeks. His widowed mother was notified. This was probably his first offense. There was no resentment on his part. He became an honor student. Valuable scholarships were granted to him later. He has done some graduate work since in the East. He has not failed to date to send to me at Christmas time a Christmas greeting.

Case II: This young man was a handsome son of a widowed mother. He was a clerk in a clothing store. He was not inclined to study. He was lazy. He was spoiled by too much waiting on by mother. He failed to pass the necessary hours to stay in college. He was not reinstated. He was mad when he quit. He was out one year. When he returned he thanked us for the action taken. He got to work and was a credit to himself and the college.

Case III: This boy took a few drinks—to cure a cold—before going to a student dance. He was loud and noisy. He was suspended for two weeks. He never caused us any difficulty. He seemed to have a lot of colds from all reports. He was out of school voluntarily for one year. His fraternity took his pin away from him. His *cold* seemed to be contagious. He comes in occasionally to chat with me. We are on friendly terms. He claims that he keeps a little *medicine* in his room at all times. He is subject to colds and takes the medicine only as a cure for colds. I have never seen him under the influence of liquor. I have never smelled liquor on his breath. He is now a graduate of Colorado College. He will make an average citizen. He will be a booster for Colorado College. He will probably boast to his grandchildren of the colds he cured with a toddy and teach them to do likewise.

Case IV: This young man was an egotistical basketball player. As a freshman he would not cooperate with any one. You could not tell him anything. He would not cooperate with his coach or his team. He wanted to play each game himself in his own way. There was not much opportunity to find out about his relations with the faculty. He did not see much of them. Why should he study if he was a star basketball player! He was kicked off the basketball squad. He flunked out of college, was denied immediate reinstatement, and was out one year. At the end of that time he returned a much different boy. He was willing to cooperate. He was willing to do whatever he was told to do. He made average grades. A little discipline helped him wonderfully.

Case V: This was a big, good natured boy. His father was a heavy drinker. The son followed in father's footsteps. He was rather adept in keeping us from obtaining direct evidence. We worked indirectly. His fraternity, when asked to clean house, asked him to turn in his pin and asked us to expel him from college. We did expel him on

evidence furnished by the fraternity. He married shortly after. After the lapse of one year he asked us to reinstate him so that he might finish the one year's work necessary for his degree. He presented evidence of steady habits since marriage. The fraternity seconded his plea for reentrance. He was reinstated. We never heard of any lapse on his part after his reinstatement.

Case VI: This young man is a cripple with a fine mind. He could walk without crutches. He could not bend over far enough to lace his own shoes. He had been told that by February 1 of a certain year he would be able to lace his shoes. The time arrived. He was unable to lace his shoes. This had a disastrous effect on his mental attitude. He had a sense of failure of inability to cope with the affairs of life. He quit work. He became despondent. He had a far away look in his eyes. He attended classes infrequently. He did not hand in required papers. He failed to pass the required minimum of hours to stay in college. He failed in a course in Analytic Geometry that he was taking with me. I spoke to psychiatrist about the boy. The psychiatrist stated that probably the boy had lost hope due to his physical condition. What he needed was to be assured that in spite of his physical condition it was possible for him to have a brilliant career. One day I met the boy by chance on the street and told him what the psychiatrist had told me and urged him to go see the psychiatrist. He would not go. His parents called me by phone and thanked me for this one talk with the boy. Apparently the one talk on that line was enough. He brightened up. He took an interest in life once more. He come back to college, repeated the course which he had previously failed under me and made an A. He is on the road to success. He will make a useful and valuable citizen and a booster for Colorado College.

President Moore: I am not sure that the nature of this topic requires discussion.

You know, we frequently have fellow faculty members ask us what disciplinary action we take under certain conditions, and they seem to have difficulty in understanding the reply that there are no two cases alike.

I was very much interested in the statement of penalties which was made. The two weeks' suspension is something a little foreign to our system. I am wondering how it works. Does it not interfere with the scholastic progress of the student, and disrupt the general classwork to a certain extent?

Dean Lovitt: I should say it does.

President Moore: It works somewhat of a hardship on the rest of the class and the instructor, does it not?

Dean Lovitt: It is up to the student to make good when he gets back to school.

Dean Corbett: Where does he stay during the suspension—on the campus?

Dean Lovitt: At the fraternity house or home. For a first offense we do not feel like kicking him entirely out of school. That would be too

severe. But we feel we have to do something. If you don't inflict this kind of a penalty, I would be interested in knowing what kind of a penalty you do inflict.

Dean Hamilton: Why not put him on probation with the warning that a repetition of that offense will mean his suspension for a term, a year, or whatever is necessary.

Dean Lovitt: I think every case is an individual case, and that it is almost impossible to lay down general rules.

The Dean of Men does not act individually in these cases. We have a committee that considers these cases. Perhaps I gave you the impression that all cases had a two weeks' suspension inflicted upon them. That is not the case. We have cases where they are put on probation as a penalty. As a matter of fact there are some cases of delinquency where the Dean acts individually and does not call in the committee—dishonesty in examinations, or something of that sort, where it is the first offense, and the Dean talks the matter over kindly with the boy and lets it go at that. If, after talking it over with him, he sees that the boy does not see the matter in the right light, to tell him he is on probation does not accomplish much.

President Moore: Our time has arrived to adjourn, in order to load up for the Pomona trip.

I want to read to you this telegram that comes to us from the College Fraternity Secretaries' Association:

"Mid-Western meeting of College Fraternity Secretaries Association sends greetings and best wishes for a most successful conference. We are eagerly anticipating a renewal of the joint session enjoyed at Gatlinburg in 1931.

(Signed): Gus H. McIntosh  
Malcolm C. Sewell  
Harold P. Flint."

Dean Field: Mr. Chairman, if it hasn't already been tended to, I would move that the Secretary be instructed to send a return telegram of greeting to that association.

Dean Lobdell: Second the motion.

President Moore: It has been moved and seconded that a return telegram of appreciation and offer for cooperation be extended to the fraternity executives' gathering. All those in favor of that motion please say "Aye"; opposed "No."

I will ask our Secretary, Mr. Gardner, to send some word to Mr. McIntosh and his committee.

(Here followed convention announcements.)

President Moore: We will stand adjourned.

Whereupon the convention recessed at 11:00 a.m.

## FOURTH SESSION

Tuesday Afternoon, July 26, 1932

President V. I. Moore Presiding

Meeting Called To Order at 2:00 p.m.

At Pomona College, Claremont, California

President Moore: Please come to order.

We will first hear from Dean Corbett, of the University of Maine, who will talk to us on "The Direction of Student Social Life."

## The Direction of Student Social Life

L. S. CORBETT, University of Maine

Shortly after our president sent out his call for topics that we would like to have discussed at this meeting, I received a letter from Dean Rivenburg asking for information on the plan we followed for regulating social affairs, so I concluded that there were probably others not entirely satisfied with their rules governing this phase of student life.

In an unguarded moment I wrote President Moore that I would like to have this subject discussed at our next meeting and he immediately replied that he was delegating me to set forth *briefly* my ideas and experiences in the "Direction of Student Social Affairs."

I realize that the problems of a small institution are not to be compared with those of a large urban institution, yet there are some fundamentals in which we certainly must have a common interest.

At the University of Maine the control of this phase of student activity is delegated to a faculty committee on social affairs of which the Dean of Men is chairman.

Although in the main the social life of our students meets with the approval of the administration, there are some situations and details of management that are not entirely satisfactory.

An important question in my mind is to what extent should the social life of our students be regulated by the administrative authorities of an institution. At any rate it is quite certain that regulations is limited largely to the activities of organizations. It would be very difficult to administer rules effecting individuals. It is our aim to interest the student body in campus social affairs and similar activities rather than go to the city too frequently for their diversion. My experience is that too much regulation will have a tendency to cool the students' ardor and interest in putting on these affairs.

I find that it is quite usual for the smaller institutions to have rulings either limiting or stipulating the number of dances that an organization may have during the course of an academic year; the

place where they may be held; the nights of the week on which they may take place; and the hour to which they may continue.

At the University of Maine all concerts and dramatics open to the public are held on the campus and all dances and other social affairs participated in or managed by students are held subject to the approval of the Committee on Social Affairs.

These events occur only on Fridays and Saturdays or on the evenings preceding vacations, recesses, or holidays. Time limits are set for the different events.

Victrola Parties, 11:00 p.m.

Informal Dances, Concerts, and Dramatics 11:30 p.m.

The Fraternity or Sorority Formal Dance, 1:00 a.m.

Military Ball, 2:00 a.m.

Intramural Ball, 1:00 a.m.

Sophomore Hop, 2:00 a.m.

Junior Prom, 2:00 a.m.

Senior Prom, 2:00 a.m.

Each fraternity and sorority is allowed to hold two informal dances each semester and one formal dance during the year. They are also permitted to have a limited number of victrola or radio parties at which the dancing is limited to small groups. These are encouraged in the hope that it will have a tendency to keep the students on the campus.

Each student organization or club is allowed to conduct one money making or pay dance during the year. All dances or other student social affairs recognized by the University must take place on the campus or in specifically designated nearby towns.

In order that social events may not interfere with academic work and particularly with the semester final examinations, all dances must be held before the Friday and Saturday preceding the opening of final examination week.

Many administrative officers have gone so far as to decree that the total cost of a given party shall not exceed a certain amount of money. As yet we have not found such a ruling necessary.

With us it is necessary for all organizations desiring to conduct a dance or other social event to present a written request to the chairman of the Committee on Social Affairs. Blanks for this purpose are obtained from this office and returned well in advance of the requested date. The blank calls for information regarding the time, place and character of the affair and the names of the persons responsible for its conduct. Chaperones are to be consulted in person or in writing and not by telephone. Transportation for the chaperones is to be arranged for if they desire it. Written acceptances of the chaperones stating their willingness to serve must accompany the application. A written permit is issued when the request is approved.

It seems that the majority of institutions are especially interested in the personnel and the duties of the group acting as chaperones. It is quite evident that there is a wide difference of opinion as to the duties of chaperones. At my institution all organizations giving dances and

house parties must include among the chaperones faculty members of professorial rank or the wives of professors of the University. However, fraternity houses having matrons need not secure additional chaperones.

At Maine we do not put the entire responsibility for the conduct of the party on the shoulders of the chaperones: they may speak to individuals if they wish but the usual procedure is to call to the attention of the student chairman any infraction of rules or irregular conduct, and then the responsibility for the affair is entirely his. Even this rather lenient attitude towards chaperones makes it at times difficult for organizations to secure chaperones congenial to them and at the same time acceptable to the administration.

Each of our fraternities and sororities is requested to appoint at the beginning of the year a social committee to arrange its social affairs and serve throughout the college year. The chairman of this committee or the president of the society is responsible for the conduct of the social events of his society. The chairman may represent the society in the Conference Committee. We have a Conference Committee composed of representatives of the fraternities and the sororities which meets with the faculty committee from time to time to discuss social affairs and the social life of the University.

I am especially interested in learning of your ideas and methods in the direction of student social affairs and particularly hope that in the discussion of this subject you will tell us something of your experiences concerning the function of chaperones.

President Moore: Pull your chair out in front, Dean Corbett, and let the group shoot at you.

What about the chaperon problem? Dean Bursley, you have quite a system for your chaperons at Michigan, I believe. You have chaperons accept appointments in advance, do you not?

Dean Bursley: At Michigan the Union and the League, which is the organization for women, each have a building and dances are given there every Friday and Saturday night. The chaperons for those parties are approved by the office of the dean of women, and they are paid, I think, \$5.00 a night. Most of them are either younger members of the faculty or the women who have charge of the houses where the women live. They are all approved in advance and are official, you might say.

The fraternities can have anybody they want for a chaperon. When an organization wishes to give a party they apply at my office for permission, and give the names of the chaperons, and we send cards out to the chaperons thanking them for their interest, etc.—a form card.

Theoretically that is the way it is supposed to work. Practically what happens many times is that they submit a card saying that Mr. and Mrs. Jones have accepted their invitation to chaperon the party. When we send a card out to Mr. and Mrs. Jones we get the reply saying that they haven't been invited or that they told the boys they couldn't come.

At the time of the Junior Hop we require that each fraternity have two couples as chaperons, one of whom must be either a member of the

university senate and his wife, or a parent of one of the boys and his wife. That rule was made by the students themselves and put into effect by them. We simply have taken it up and followed along with it. We do not require that same rule for the ordinary fraternity dance. Many times it is necessary to make exceptions because, for one reason or other, they want to have somebody else, and if they are satisfactory we also approve of them.

That gives about the lineup that we have.

President Moore: What are the responsibilities of these paid chaperons?

Dean Bursley: Their responsibility is to see that the parties are run all right. Actually they have the easiest time of any of the chaperons. The dances at the Union and the League are also very well managed. There are floor committees of students who practically take charge of the whole thing. If the chaperons see anything out of the way they simply tell a member of the floor committee and he takes care of it. It is much easier than being a chaperon at one of the fraternity parties.

We never have any difficulty with those dances at all. The only difficulties we have had have been with the fraternity parties, and in many cases the chaperons there are the most recent graduates and their wives and they don't have any particular feeling of responsibility. I don't know how you are going to make them have.

There have been a number of suggestions made by the boys themselves as to what can be done. Frankly, at the present time at least, I think the chaperon is only a figurehead and nothing else. In many cases I don't think it makes much difference, as far as the actual conduct of the parties is concerned. It looks a little better and sounds a little better, but that is all.

Dean Walter: I had a little experience this last year of being in charge of some dances. We had six dances during the year, with an attendance of 4,000 people, at the Shrine Auditorium.

We worked out a scheme of getting chaperons that would be effective. Our method was to take our faculty list and get ten or fifteen people from the faculty who liked to dance, the younger faculty member. We coupled them with a group of boys in the school who acted as a floor committee. I hesitate to make this statement, because I fear some of you won't believe it: I have a letter from the manager of the Shrine Auditorium which informs the school that at these dances they had not experienced a single person taking a drink and not an arrest was made. In other words, we had about 4,000 people at each dance during the year without drinking and without any difficulties.

I think the key to the whole thing was that our younger faculty members and their wives danced and mingled with the students. We didn't have to pay the chaperons at all.

Dean Bacon: I would like to ask Dean Bursley if women are allowed to smoke at fraternity parties.

Dean Bursley: There is no rule against it that I know of.

There is a ruling in some of the dormitories against women smoking, but I think most of the sorority houses now have smoking rooms in them.



If any of the girls want to smoke at the fraternity parties they are perfectly at liberty to do so. As far as I know there are no rules against it at all.

Mr. Greenleaf: We found out, through a questionnaire, that smoking is allowed in all but denominational institutions. In all but a few colleges and denominational schools the women are permitted to smoke and it is regulated by giving them a place to smoke.

Dean Zumbrunnen: I have a problem: I don't do very much about it. I would like to hear this topic discussed in connection with the social life on our campuses. What provision do you make for a satisfactory and adequate social life for the unorganized group? The fraternities and sororities take care of their own groups. I don't know how it is with your institutions, but I think that the fraternities and sororities represent about 50 per cent of our student body. Then we have that other large group. I am frank to say that they don't have adequate or satisfactory social life. How are we going to provide it?

President Moore: Can some one answer that?

Dean Bursley: I would like to say that with us at Michigan these dances that I spoke of at the Union and the League take care of them. The dances are held every Friday and Saturday night, and they have anywhere from 200 to 300 couples at each of these parties. It is my understanding that any one can go. The cost is \$1.00. That gives them all the opportunities they want.

Dean Zumbrunnen: My problem is different from that of you men in state institutions. My problem is a problem of handling the social life in a denominational school.

The fraternities and sororities can have their dances if they are sponsored by an alumnus, alumni organization, or somebody other than students in the university.

But then we have this other group of students, 50 per cent or more, that can't have that sort of social life, and they practically do not have any. I feel that we are not meeting the problem of providing them with a good wholesome social life, in the narrow sense of the word. That is what I am trying to get at. And after somebody answers my question of how we are going to take care of that on a denominational campus where dancing is forbidden, then I would like to have Dean Moore tell us how they met the social situation at the University of Texas. I visited his campus recently and I think they are meeting it in a fine way.

President Moore: I wonder if anybody can answer Dean Zumbrunnen's question?

Dean Sanders: His first job is to lift the ban on dancing.

President Moore: Has anybody ever hit upon any scheme of entertainment that would interest a large group of students which does not center around a dance?

My predecessor at the University of Texas undertook to organize the students who were not particularly interested in dancing, some of whom were opposed to dancing as a practice, for religious reasons, etc. He went to considerable expense and trouble to have parties for those who did not care to dance. They played various games. He racked his

brain for various forms of entertainment, but the parties were not successful. They struggled on for some weeks and then were discontinued.

With us on the campus of the University of Texas there is no standard form of entertainment other than the dance. At the dance that Dean Zumbrunnen visited we had 500 or 600 couples. We use a gymnasium floor and the student association, through a dance committee consisting of three students and two faculty members, runs these dances. They are given every Saturday night and are thoroughly democratic in their nature. Fraternity and non-fraternity people mingle most pleasantly.

The dances are run under a student manager and he has a large staff of assistants. The floor force consists of five men with a head floor man. We do occasionally have, I regret to say, people who show up under the influence of liquor. But when any member of the floor force learns that one of the guests is to any extent under the influence of liquor, he is escorted to the door and given his hat and arrangements are made to see that his date is taken home by somebody else. His money is not refunded. On the following Monday—these dances are held every Saturday night—he is reported to me officially. You know very well that that would never be done if I had not in advance given my word of honor that I would not take drastic disciplinary action against a man who was a first offender or whose offense was not flagrant.

Second offenders and flagrant offenders are disciplined, suspension being the regular penalty. I get two or three reports a month. About once a year we have an old offender or a flagrant offender.

Dean Corbett: What do you do with the money?

President Moore: The money has been dedicated to the furnishing of our new Union building; that is, 95 per cent of it goes to that, the other 5 per cent goes to the student government. The average cost of putting on a dance is \$300.00, for the dance orchestra, advertising, floor force, etc. The average attendance, I should say, is between 400 and 500 couples. We use a large gymnasium which will accommodate as many as a thousand couples.

Dean Bursley: How much do you charge?

President Moore: One dollar per couple. It is limited to university people only, as far as we can so limit it.

Dean Corbett: You have no dances put on by other organizations for the purpose of raising money?

President Moore: All our dances and social affairs have to be approved by the social calendar committee, consisting of three students and two faculty members. One of the basic principles of that group is to allow no commercial dances.

Dean Frey: Are your dances limited to the university campus, or do you allow them to give dances off the campus?

President Moore: We have approved four or five different dance floors in and around the city of Austin. Those are the only places where recognized dances can be given off the campus.

Dean Frey: We had a great deal of trouble and we are following

a program similar to yours in cleaning up. The most successful thing we did, outside of what you did, was to limit all dances to the campus and restrict them to university people. No one is admitted to the dances unless he is on the faculty or in some way connected with the university, or a student. No commercial dances are allowed whatsoever. We alternate the fraternity dances with the university dances; we give a university dance every two weeks and a fraternity dance every two weeks. The fraternity dances are under the same restrictions as the university dances, and which is almost identical to that outlined by you.

However, we do not charge the students a dollar; the charge is around 25c. There is no money made; we take in just what it costs us to run them.

We found that in that way we stopped practically all drinking and we have kind of broken up the sharp differences between the fraternity and non-fraternity people.

Dean Hamilton: It is these dances for raising money that bring in outsiders. We have them. I just would like to take a vote as to how many allow dances for raising money.

President Moore: How many institutions represented here permit commercial dances for the purpose of raising money? (Approximately 15 responded.)

How many do not? (Approximately 12 responded.) About half and half I should say.

Dean Cole: Redlands University, which is only 65 miles from here, is a denominational college—a Baptist institution. We do not have dancing at the University, although the question is up now as to whether or not it should be permitted. Some of the faculty are not unfavorable toward it, also a good many people interested in the university, but there are certain reasons why it is a difficult problem.

Regarding the question of non-fraternity and non-sorority students, and how to handle them socially; that has been worked out fairly satisfactorily at Redlands; although not entirely so.

A number of years ago it was recognized that the girls who were not in any sorority were out of the social life and that something should be done for them if possible. So they were all put in an organization—whether they wanted to go or not! This large organization is divided into a number of smaller groups which correspond to sororities. The girl can choose any one that she wants to go into, but if she doesn't choose she is assigned to one.

These groups are run very much like sororities. Each one has its president and secretary, and treasurer, I believe. Some of them are very successful and have as much popularity probably as some of the sororities. They are a great recruiting ground for the sororities, a sort of testing ground. But they are filled up every year with new girls coming in.

In regard to the men—I do not know why a similar organization was not devised for them. Two years ago I tried to get some sort of club organized and they formed what was called the "University Club." It was just a voluntary club. It is now fairly successful but was not

very successful the first year. The second year, working on the experience of the first year, we felt it was too large and that it ought to be broken up into smaller groups. So it was broken up into six groups. This worked out so that about three of them were successful, two petered out entirely and one of them is about half dead. We will have to get a little more information about it before we will know whether it is going to be finally successful or not.

Dean Reed: I think our situation is something like Dean Zumbrunnen's inasmuch as for a number of years our faculty did not approve of dancing on the campus. The last few years, however, it has been permitted.

We have two kinds of parties. We have one party to which all the students are invited. We found shortly that the students who attended those parties were the ones who had dates, and that left out a large group of boys and girls. So once a week, on Monday nights, we have what we call recreational dancing, which takes care of the group of people who otherwise would not go to the dances because they do not have escorts.

Both dances are under the direction of the student council, which is our inter-student organization.

On Monday nights we also have, in another part of the gymnasium, a class which gives instruction in dancing. This class is taught by a competent instructor.

There is a very definite movement at the present time to engage every student on the campus in some kind of a social activity. We feel it is a part of the student's education to take part in extra-curricular activities. For the men students the Men's Faculty Club puts on an outdoor party every year, called the men's mixer. Lunch is served and men students and faculty men participate in athletic games and contests of different kinds.

We also have our intra-mural sports for the men, which have helped to take care of this particular problem.

President Moore: Our time is just about up.

The next topic is one that is of very great importance to me personally, the subject of direction and supervision of dormitories. This will be handled by Dean Bacon of the University of Southern California. I would like to introduce him now and let him proceed.

## Constructive Supervision and Direction of Dormitory Life

By FRANCIS BACON, University of Southern California

Mr. President and Friends:

The university housing problem is evident on the campuses of all universities and colleges in the United States and it is obvious that interest in this problem is increasing where administrative officers view housing conditions as educational in nature.

The average student who is an organization man lives in his fraternity house. Living problems, however, are not thus solved for the majority of students; non-organization men who make up this majority find food and shelter in boarding-houses or private residences. A recent development includes an effort to approve houses near the campus, to standardize and raise the plane of living, not only from the viewpoint of taste and wholesome environment, but from hygienic aspects as well. The system of residence halls, dormitories, and house clubs is another means of supplying proper living conditions.

My discussion is based upon the educational features of a dormitory chiefly.

Incidentally, may I refer to those problems in many universities which have come to be a considerable factor in the administration of dormitories where there is the conscious desire to build an atmosphere of cultural value. During the first semester of the freshman year the dormitory may be well filled by student choice or by university ruling. The fraternity house usually suffers where this obtains and administrative officers are hard pressed by alumni and active fraternity men in their efforts finally to capitalize their new pledges by residence in the chapter houses. During the second semester, however, this situation is often reversed, unless the administration is relentless in its ruling of dormitory residence throughout the freshman year.

Of the older and newer systems of student housing, each has its advantages. It is advocated in some institutions that initiative and self-confidence are developed by the free choice of living quarters from an approved list. On the other hand, when students live in residence halls, they come under university supervision which is wholesome. Exposure to good taste and high standards is more likely to occur if a social plan, educational in nature, is developed by the mature guidance of the university.

That the dormitory, fraternity, and house club plan is superior to any other is obvious to many. When institutions of higher learning are metropolitan and urban, the interests and activities which militate against scholastic endeavor are many. Where this condition obtains there can be no doubt that the dormitory plan is advisable. Living in concentrated groups offers greater opportunity for the development of an *esprit de corps* in college and an atmosphere conducive to study if a dormitory is under supervision and control. From a social point of

view inter-group stimulation is augmented, personal contacts are more frequent, and inter-group stimulation, I am sure, affords a greater means for social adjustment, especially in those cases where social re-education is essential.

Fraternities always help in the physical aspects of living. It is rare that fraternities go further. The college fraternity as an American institution was founded chiefly upon a social basis in the narrower sense of the word. One of our newer Jewish nationals, I am happy to say, is starting with a different objective. This national, Alpha Epsilon Pi, is at present divided as to its aims. One group suggests that culture be a shibboleth, while the other group is thinking in terms of social service. Whatever the outcome, I am interested that this fraternity is visioning something in addition to social affairs in the dinner-dance sense.

It is quite apparent that student life in American colleges and universities is influenced strongly by the fraternity system. Perhaps their influence is out of all proportion from the point of view of the entire student body. Fraternities are limited in size. The competition between them is keen, indeed so keen that social integration is not sufficiently intensive to create values, standards and ideals to carry the weight of traditions that become genuine, real and cultural.

Due to the increased size of student population on the average campus, social re-adjustment seems imminent in many quarters. If the wholesome tastes of life are to be passed on, if cultural standards and values are to develop and to have continuity, the necessity of supervision in the sense of guidance becomes apparent.

In the first place, I am sure dormitories should exist to make life more enjoyable in any institution of learning. But may it not be added that scholarship and culture are also assets for which the dormitory as a part of the campus life shares some responsibility. Dormitory and fraternity alike can furnish stimulus in developing and in disseminating culture.

David Ziskind has said that the modern fraternity in its relation to cultural inheritance "exists to make life more enjoyable. Sports, dances, parties and stags are the brilliant bubbles that make life effervesce with joy. The blue-nosed critics of American college life who lament the lack of sobriety in the fraternity man and who therefore advocate the loss of frivolity have minds that are sadly awry. The fraternity man may fail to make the most of his play. He may not sing the most lyrical melodies; he may not dance the most graceful steps; he may not play the most stimulating games. These are relative matters and everything may be improved. But the fraternity man does not waste his time because he plays. If the fraternity man is not philosophic, erudite, literary, poetic, musical or artistic, it is not because he plays too much. It is because he has not yet learned to play well enough. He needs merely to play with his mind and soul. And the American college fraternity, dedicated to the glorious purpose of transforming life into play, is the institution par excellence for the cultivation of intellectual and artistic play."

The dormitory as well as the fraternity house should be and can

be made a part of the educational influence in any university or college. A part of the cultural program may include contracts with the faculty whose own inspirations of the finest things in life may stimulate a desire for the best in life, of science, the arts and democracy. In reality, our campuses are meccas for faculty men and women who emanate their zest and enthusiasm by observation and discovery.

I submit, first, that social and intellectual contact between students and faculty be encouraged by definite speaking programs as a weekly or bi-monthly event in the dormitory and fraternity. How thrilling such an experience may be to many students whose many potentialities may be stimulated into realities! What treasures and resources may be found! What abiding interests may thus be awakened that might reach out for more interests and more thrills in the world of knowledge!

Apropos of the stimulus in the field of science, may I suggest that at least one dormitory to my knowledge has served recently as a nucleus for an outdoor hiking club with the possible acquaintance of trees, flowers and bird life as objectives. There is indeed a genuine thrill in discovery. It is like tuning in with the infinite. It is like unearthing precious gems. It is play. It is the joy and spontaneity which come in natural situations. Constructive play will always teach someone, somewhere, and will cultivate a desire to learn under this condition; the dormitory affords a nucleus of students for these natural situations and for this type of informal education.

Still further, the dormitory and fraternity as well may serve an educational purpose by pilgrimages in the field of art. The excursions to nearby exhibits or to all fine buildings stimulate and focus the emotions of youth and the whole performance under expert guides or connoisseurs of art is recreational in character. The dormitory exacts no academic credits. It is all in the nature of relaxation and play. Again the situations are natural and the inspirations come through informal education. Of the total residents in any dormitory or fraternity there will always be found a small group which will serve as a nucleus for adventure in these fields.

Visits by the uninitiated to study architectural design are productive. Students who live in dormitories or fraternities feel the effects of the ugly or the beautiful. Stability, symmetry, proportion—these fascinate and help to habituate tastes and standards. Loyalty for Alma Mater is associated rather frequently, I fancy, with university architecture. Perchance conduct is also influenced by the material surroundings of the student body.

The dormitory furnishes a splendid opportunity for the open forum. Once a week or once a month a quiet room may be located for round table discussion of a most intimate and personal character. Questions of social values, good manners, social amenities, moral problems, literature, philosophy, science—the whole gamut of human experiences. This activity provides an education as men give and take in an informal and natural way which I am sure may help to some degree to develop universal moods in the routine grind of the professional student. Judgment *may* take the place of opinion and men *may* learn that human

contacts are a part of a liberal education, that culture in a democracy is *social* as well as intellectual, that even the narrowest fields of human endeavor are closely related to every phase of life, that personality comes out of the process of striving to adjust one's needs and urges to the needs and urges of others, that democracy *does* rest on fellowship. And does not feeling come through participation—a feeling that one is a part not only of life but of life on his particular campus by social weldings that stimulate new achievements?

Late in the afternoon on Sundays or in the early evening is a period which furnishes occasions for reading aloud. Pleasure is often experienced in one dormitory of my acquaintance by a group which is devoted to beautiful prose. Poetry, too, finds its place not infrequently and it is not surprising to discover the occasional student whose adolescent aspirations are thus stimulated by contact with prose writers and poets alike, to create something of literary flavor. These activities are leisure time interests. They are avocational in character. They are inspirations found outside the classroom. They are informal phases of education. They, too, belong to the atmosphere of the high-toned dormitory or club.

If the dormitory is filled with non-organization men, they should have entree to extra-curricular activities upon the campus. The constitution and by-laws of any dormitory should make provision for extra-curricular contacts. Fraternities take good care of their own members in this regard but independents are not afforded opportunity, at least to the same degree. The residence hall, however, may be a focusing center and a clearing-house in the above direction through which social adjustment may be developed and where extra-curricular activities for the less fortunate are thus made possible.

Reservations for concerts and good plays are advisable as a part of the intellectual and educational program of the dormitory. It is always possible to invite some member of the faculty to accompany concert goers or a theatre party who will offer intelligent criticism after the play about a table well appointed with refreshments, in the hall or at some favorite cafe where there is taste and tradition.

The value of strong internal organization speaks for itself. A simple but definite plan is workable where a group of 100 live together. A student organization local to the dormitory will build pride in the dormitory, as an institution, and the experience of dormitory autonomy is beneficial to the members so far as leadership is concerned. I am sure that local self-government is advantageous as it cooperates with the university or college administration. A house committee which supervises the law and order of any group of men is a valuable and workable asset.

Another group which is important is a committee on cultural announcements. Announcements may be made frequently and notices of debates, concerts, theatre parties, art exhibits, etc., posted on the bulletin board.

Social gatherings such as teas with musical programs are effective.



I do not mean popular music where people sit and gossip but by good amateurs or artists.

Nor is it necessary to have a "high-brow" salon, so to speak, in order to get something worth while. Such programs should be short, of a type which music departments or musical organizations might provide without charge. I do not desire to go into detail concerning types of musicals. It is obvious, however, that the numbers of any program should be well selected, well rendered and not too varied so far as the participants are concerned, and always with a spirit of informality.

The dormitory also affords a common meeting ground for "at-homes" for students of the university. The serving of light refreshments is conducive to informality on these occasions. A live committee makes such efforts memorable and it goes without saying that good taste should prevail as to serving and that men should be well dressed. The dormitory auxiliary or mother's club will be an adjunct in such functions.

President Moore: I suppose you will want to ask Dean Bacon some specific questions on how this program may be carried through.

Dean Culver: May I ask if this dormitory is limited to freshmen, or any particular class, or non-fraternity people?

Dean Bacon: The dormitories at U. S. C. up to this summer have been under this regulation: All students not living in the city of Los Angeles and students who are not fraternity men may be required to live in the dormitory. This year we are giving up the compulsory residence. We don't know what is going to happen. Of course, the men's dormitory is concerned. We are not particularly interested because that dormitory is loaned to the university. We have supervision and control of the dormitory, but we did not build it and in that case are not especially interested.

The same ruling, however, applies to the women's residence halls, which are owned by the university.

Dean Culver: If there is room in the dormitory are they required to board there?

Dean Bacon: Yes, they have been required to board there. We are making some new regulations concerning that so the students will be required to get two meals a day there, breakfast and dinner, but not three meals.

President Moore: How does the cost of board and room in the dormitory compare with that in the average approved rooming house?

Dean Bacon: It is higher. We have some new rates, but I haven't them with me, I am sorry to say. There was a cut last year of 10 per cent. Prior to that time a room in the dormitory, including three meals a day but no meals on Sunday, cost about \$42.00 or \$45.00.

Dean Culver: If a student moves into the dormitory in the fall is he required to stay there the entire year?

Dean Bacon: Yes. Beginning in September he will be required to stay in the dormitory until the end of the first semester, then he may move out, but unless it is a great exception we shall not allow him to move out during the semester.

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Dean Bursley: Why have you changed the ruling making it compulsory for the women to live in the dormitories?

Dean Bacon: That is a question which has been raised at the university a good many times. I think many people think right now it is an unwise regulation to make. But so closely associated have the two dormitories been in the past that if we tried it in one house we must try it in the other. We have just had an onslaught of requests from parents to let the students move out of the dormitories.

President Moore: Because they can live cheaper outside?

Dean Bacon: Yes: For instance, around the university campus men can get board, seven days a week, three meals a day, for \$30.00. Those of you who are familiar with the University of Southern California know it is in an old section of the city surrounded by a lot of Victorian houses, very homely, very plain, with no showers, etc. The house committee in the men's dormitory is always complaining because former members who have moved out from the dormitory and gone to live in these houses are always coming back at six o'clock when everybody is to dinner and taking a shower, linen, etc.

Mr. Blaisdell (Director of International House at the University of California): I might contribute along this line. The International House at Berkeley was developed as a residential and social center for foreign and American students. The residence element was merely a means to an end, namely, that of creating international understanding through the intimate association of representatives of various racial and national groups. The program includes discussion groups, social gatherings, and group suppers, all of which tend to weld the groups into a common interest and purpose. It has seemed to me that the dormitory systems of our universities and colleges have been conceived on the basis of residence alone and not the more ultimate end of education itself.

Another thing that we do there—we combine not only members of different racial groups who live together on a basis of equality, but the men and women live together. The men's and women's residential sections are separate, but the social quarters are used in common. The dining hall is used by both men and women and so are the auditorium and Great Hall, but both have their own residential and social rooms where they can be apart.

I know there is a great disagreement on this, but it seems to me that the presence of women raises the standard of the social attitudes of the men. They are a little more careful about their dress. They won't come to a tea or a supper in their sweaters, but will watch themselves a little more closely. They still wear cords and hobnail shoes during the week but have a tendency to be a little more careful when they are in the presence of women.

Of course, this experiment has only been in force for two years so we haven't much to judge by, but it seems to me that it is important to conceive of our dormitories as a constituent element in the whole education process. In the past we have felt that it was necessary to develop separate men's and women's residences, but combining them at International House has seemed to work out very nicely. Of course, it is im-

portant to note that International House works more or less with mature graduate students. I doubt very much whether our undergraduate students would meet the situation with the same dignity and refinement, but it seems to me there should be some cultural interests associated with our residence halls.

Dean Bacon: I was much interested in Dean Field's discussion yesterday from the point of view of what we may accomplish on the campus. We have a number, perhaps three or four, fraternities on the campus that are looking in the direction of a little more culture. In other words, instead of having a series of teas on Sunday afternoon with their lady friends the three of them—and this influence came quite largely through the mothers' clubs—the latter part of the year indulged in a series of musicals. If we can get that thing started, and get a few other things along that line started, we will be moving in the right direction.

The mothers' clubs have come together and organized what they call the Federated Association of Mothers Clubs. They very quickly get back a great many things to the boys who are their sons in these cases.

But I was reminded yesterday by Dean Field that we should include the pledge masters in our meetings, which we never have done before. We will see to that at the next meeting.

Dean Lobdell: Do your dormitories for men operate under student government or do you have proctors?

Dean Bacon: We have proctors but they cooperate with the student committee.

Dean Lobdell: Are the proctors appointed by the administration?

Dean Bacon: Yes, through my office.

Dean Lobdell: Could I ask for a show of hands as to how many men's dormitories are operated entirely under student government and how many have proctors appointed by the administration?

President Moore: How many institutions have dormitories for men operated entirely under student government? (No response.) Apparently not any.

Dean Culver: We have both at Stanford, the freshmen have sponsors, and the others have not.

Dean Nichols: That is the situation in Pomona. They are operated under student government, but we have a resident in the freshmen dormitory.

Dean Bacon: We only have one dormitory for women. It is really under student control in this sense: The proctors see to it that after eight o'clock all is quiet, but any serious infringement which may occur in the hall would be taken up not with the proctors but referred to the house committee. They will take care of it and pass it on to the disciplinary committee, which means the council, which is our student organization. Nearly all of the disciplinary work is carried on by the student committee.

Dean Lobdell: I am interested in this question because I have a dormitory which houses 640 men without a proctor in it. It has been

running that way for fifteen years and seems to be getting along all right.

Dean Gardner: I wish Louis Dirks were here, because I think at DePauw they have one of the outstanding types of student operated dormitories which I have ever seen. The students run and operate their own dormitories and do it very efficiently. There is a matron who provides the meals but has nothing to do about the discipline or anything else. They have quite a large number of students in the dormitories. I don't think it quite equals Dean Lobdell's setup, but it is good.

Dean Lobdell: The university provides for the housekeeping—the matter of linen, cleaning, etc. There are only two features of student conduct which are not entirely in the hands of the students: One of these is that it is written into the lease that they must not take liquor there. The second is that there must be no women in the dormitories, except under certain conditions in certain parts of the building. These were put in at the request of the student government. Aside from these points the handling of sports, noise, and all the other things that go with student dormitory life, is in the hands of the students.

President Moore: I would like to say that Dean Dirks discussed that subject at length at our conference last year, and we will have, at our meeting tomorrow, any number of copies of the minutes of last year's proceedings so that you gentlemen who have not been able to get a copy may get one. We can spare two or three apiece.

(Here followed convention announcements by Dean Stone.)

President Moore: We will now follow Dean Nichols and visit one of his dormitories.

Whereupon the convention recessed at 3:15 p.m. to visit one of the dormitories at Pomona College.

## FIFTH SESSION

Wednesday Morning, July 27, 1932

President V. I. Moore, Presiding

Meeting Called To Order at 9:30 a.m.

President Moore: Gentlemen, we are unable to hold things up until the rest get here. It is unfortunate that anyone is late this morning because this is a very important matter that we have to consider, a very important report to be made. This report will be made by our busiest member, and one of our most able members—Dean Gardner.

### Report On the National Survey of Functions of Student Administration For Men In College and Universities of the United States

By D. H. GARDNER, University of Akron

Mr. President and Fellow-Deans:

At the meeting last year, Dean Armstrong for the Committee on Policy, offered several recommendations to the Association which were adopted. One of these was the following: "In order to formulate our policies, would it not be wise to get a comprehensive survey of the position of deans of men throughout the United States? How can we determine how to exert our influence and how to conduct our future policies without thoroughly understanding the needs of the various deans of men? Every year we receive inquiries from deans who have had no knowledge of the National Association. How much education in policy and viewpoint do our own members need? How much of the work represents an accumulation of activities rather than an intergrated philosophy? Such questions can only be answered by a comprehensive survey."

The group granted to the newly formed Executive Committee the authority to study the problem. It was felt advisable to have the entire matter handled by a committee instead of an individual and so Deans Armstrong, Bursley, Sanders, and myself were appointed. This group met in whole or in part several times to study the problem.

The question asked by Dean Armstrong, "How can we determine how to exert our influence and how to conduct our future policies without thoroughly understanding the needs of the various deans of men?" seemed to be the serious and preliminary challenge to the Committee. We have all frequently heard the statement that it is very difficult to define the duties of student administrators, and the task has been generally shunned. Therefore, it was felt advisable to conduct a survey or study of the functions and organization of this work before any philosophy or educational program was developed by the Association.

Appreciating that a precedent might be established which would change the nature of this Association, earnest consideration by the Committee was given not only to the matter of the study, but also to the

general problem of student welfare. It was evident from the discussions that this field of higher education is in a confused state of flux, both as to principles and as to the scope of administrative fields. Other groups have been studying this enigma and steps have been taken toward a solution.

It was also manifest that many student administrators are seeking for information and advice relative to their problems. We all are aware how difficult it has been to obtain such aid, and yet, where better may it be secured than from such an Association as this whose wealth of experience and intellectual activities are of inestimable value? To this many of us who have attended the meetings can testify. This Association should be able to supply certain fundamental dogmas for the guidance of the new men in the field, not to mention valuable service to those already well established. Such, however, has not been the case because of the lack of a proper set-up. Therefore, your Committee felt that in view of the importance of this Association, it should immediately take the leadership in this research even though that necessitated the more serious formalization of our group, a step which many of us may deplore. But the evidence was not to be dismissed lightly. For example, we did not even know what institutions had Deans or Advisers of Men. Nothing actually was known about their functions, preparations, writings, etc., to mention only a few of the evident discrepancies. It was apparent that this group, useful as it has been to all of us who attend, has actually been only a symposium of the few rather than a conference of the many interested in the work. Frankly, it was felt that a parting of the ways had been reached. Either the dignity and influence of the office of the Dean of Men should be so brought to bear as a national force to aid in the solution of these many problems, or the office and its power would be so disseminated that other authority would supersede it.

Operating then, upon this supposition that the Association may deem it advisable to expand its help, influence, and prestige to more fertile fields, the Committee on the study outlined two major projects as follows:

First, the obtaining of a list of those individuals actually bearing the title of Dean or Adviser of Men or Dean of Students, etc., and,

Second, a study of the functions and duties performed by them.

In carrying out the first project, letters (See Ex. 1, P. 80) were sent to the presidents of 995 institutions of higher education requesting them to send the name of the officer charged with the duties ordinarily considered as functions of a Dean of Men. These presidents were also requested to submit to that officer a roster card (See Ex. 2, P. 82). This card covered certain details of personal history which were used by the Committee in forming a permanent directory of individuals in this work. Seven hundred eighty answers were received. This represents a return of about 78 per cent of the first questionnaires sent out which is very high.

The returns were divided into three classes—first, those of men bearing the title of Dean and Adviser of Men, Dean of Students, Student Affairs, or Student Life, and Men's Counselor; second, those of individuals who had titles other than those mentioned, but who per-

formed the functions of student deans in addition to other duties; and third, those of institutions whose answers indicated that they did not have any officer charged with these duties. A mailing list of the first two classes was prepared. It consisted of individuals representing 644 institutions.

Since 136 institutions grouped in class three had indicated that they did not have anyone directly responsible for student welfare for men, this class was not used in the further development of the study. The reason for this division into three classes may need explanation. It was necessary to have a foundation upon which to erect a thesis of *What deans and advisers of men are doing*. If the total answers of classes one and two were to be analyzed, the conclusions would be false as they would indicate the functions of student administrators in addition to academic administrators. Hence, the rather rigid distinction between classes one and two was made.

After these lists were prepared, serious consideration was given to the method of obtaining accurate information about the duties of deans of men. Realizing that all of you are constantly harassed by requests to answer questionnaires, but also remembering the "famous" oath usually administered by Dean Moore to all members of the Association, the Committee gave due thought to trying to formulate a document which would supply the information required without being a burden to the person who gave it. After lengthy consultations with and advice from experts in higher education, a questionnaire known as the second was evolved. (See Ex. 3, P. 83). This questionnaire was distributed to the 644 institutions on the mailing list in January, 1932. In a comparatively short time, due to the splendid cooperation and evident interest of deans throughout the country, many replies had been received. There were 211 from class one and 188 from class two. The results showed that 62 per cent of the second questionnaires were answered. To those familiar with this type of study, this is an unusually high number of responses.

In order to obtain a concise and accurate set of results, as noted before, the class two questionnaires were set aside at this time. The data were not destroyed, but rather are to be of service in the future, not only to this Association, but also to the American Association of Colleges and to the Bureau of Education, the last two having expressed a wish to cooperate in certain studies based on these materials.

The returns to the questionnaire for class one were separated into eight groups according to the enrollment of men students in 1930-31. These groups were as follows:

Below 100	1,000-1,999
100-249	2,000-3,999
250-499	4,000-5,000
500-999	Over 6,000

Next, the fifty-four functions were separated from the elements of personal history requested on the second page of the questionnaires.

Mr. Hall and Mr. Shank of the University of Akron then began the laborious task of computing the frequencies and percentages according

to the four columns. It should be emphasized at this point that these two men gave willingly of their time and energy in performing the actual work of mailing, calculating, and computation. As the results will indicate, they performed these duties in a very efficient manner.

The first column (A) of the original questionnaire (Exhibit 3) was to be marked if the officer himself performed the function; the second, (B) if it were performed by a direct assistant; the third, (C) if the Dean performed it with another officer or agency; and the fourth, (D) if it were performed by any other officer or agency. If the function was not performed at the institution, all four columns were to be left blank. The figures were obtained for each of the four columns for the eight groups and then the general totals of the 211 institutions were made.

Exhibits 4A to 4H, page 87, give the distribution for the eight groups. On these pages the numbered functions in column 1 are the same as on the original questionnaire, (Exhibit 3). This naming of the functions has been eliminated in order to save space.

The functions in Exhibit 5 are placed in the order of the frequency with which they are performed by the student administrator. The one which received the highest percentage of answers in columns A, B, and C, is placed first, and so on. It was considered that if the Dean or Adviser performed the duty himself, or if the Dean performed it in conjunction with another officer or agency, the function might be ascribed as one of his duties as Dean. In addition, the percentages of the individual columns are given showing the specific manner in which the administrator is connected with the duty.

A study of these results will indicate many intriguing and interesting conclusions too numerous to elaborate at this time. A complete analysis of these factors should lead to many assumptions which would be of great value to the educational world. The point in question is how far does this association wish to carry the analysis. It was not deemed advisable by the Committee to go further into detail and the drawing of assumptions until the Association had been consulted, but there are certain very outstanding factors which attracted the Committee and were deemed worthy of emphasis. Permit me to call your attention to one or two of them.

First, it is indubitable that there are certain functions performed by nearly all student deans such as analysis and adjustment of students' social, emotional, and moral difficulties, and advice with interfraternity government. These are no doubt familiar to all of us. Again, these results point out that there are certain institutional activities outside the province of most deans and advisers of men such as selection of faculty members, approval of the selection of faculty members, conduct of faculty meetings, and keeping official academic records of students.

These are only two of the very interesting and important elements which may be deduced from the data.

As stated before, the second questionnaire actually had two parts, the first about the functions, already discussed, and the second about certain phases of personal history.



It seemed pertinent to present to the Association certain information about the training, salaries, administrative position, etc. of the several deans. The third page of the pamphlet in your hands (See Exhibit 5) gives a summation of some of these factors. Though these data are of great interest and value to all of us, the Committee felt that at present no definite conclusions should be formulated.

Naturally, at this point many criticisms of the method used must arise in our minds. No doubt the techniques are far from perfect. Questionnaires have been the object of caustic comment for many years. In addition, the arbitrary nature of the formation of the list of 211 is open to attack. It certainly is realized by all of us that many things which Deans and Advisers of Men are called upon to do, such as promotion of student morale, etc., cannot be clarified or placed in definite categories. Nevertheless, due cogitation and study of even incomplete data show that many of us are doing similar work. Therefore, as stated at the beginning, it seems pertinent for this Association to formulate for its members certain functional theories and precepts.

And so, it is recommended that a committee be instructed to study further these data collected and any other pertinent facts and submit a report at the next meeting. This report should embody certain fundamental theories of the work of Deans and Advisers of Men. It is to be expected that the statements of this committee will serve as guides to all of us in better serving the students of our institutions.

## EXHIBIT 1.

NATIONAL ASSOCIATION OF DEANS  
AND ADVISERS OF MEN

October 9, 1931.

My Dear Sir:

The National Association of Deans and Advisers of Men desires to prepare a complete roster of all men who are occupied in such work in the institutions of higher education.

On behalf of the organization, may I request you to answer the following questions, and also to give the enclosed card to the officers in charge of this work? Will you please ask him to return the card to me?

Thank you very much for your help and cooperation in this matter.

D. H. GARDNER, Secretary.

Name of Institution

Location

- I. Is there a man *officially* appointed to supervise such activities of individual men students and student organizations of men such as fraternities, dormitories, individual problems, vocational guidance, educational guidance, etc.? Yes ..... No .....

- II. Check the following which properly designates his title:

Dean of Students .....	Recreational Director .....
Dean of Men .....	Y.M.C.A. Secretary .....
Adviser .....	Other .....
Counsellor .....	

- III. What is his name? .....

President.

## DEANS AND ADVISERS OF MEN

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### EXHIBIT 2.

Please Type or Print

<hr/>	
Name of Institution	Location
<hr/>	
Name of Present Student Administrator	
<hr/>	
Title of Student Administrator	
<hr/>	
Date Position Was Established	Date of Appointment of Present Administrator
<hr/>	
Academic Degrees	
<hr/>	
Academic Rank	
<hr/>	

Return to D. H. Gardner, University of Akron, Akron, Ohio 

---

Date

NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN

Roster Card

EXHIBIT 3.

Form No. 3

# The National Association of Deans and Advisers of Men

SURVEY 1932

Name of Institution \_\_\_\_\_ Location \_\_\_\_\_  
 Person Reporting \_\_\_\_\_ Official Title \_\_\_\_\_

## METHOD OF MARKING

- I. IN COLUMN A check each function which you, yourself, perform for men students.
- II. IN COLUMN B check each function which is performed by a direct assistant in your office.
- III. IN COLUMN C check each function which you perform in conjunction with another official or agency (i. e., a committee, another Dean, the Registrar, etc.)
- IV. If the function is not performed by those individuals and agencies given in columns A, B, C, give the title of the person who does perform it in COLUMN D.
- V. If the function is not performed at your institution, leave all columns blank.

WHO PERFORMS THE FOLLOWING FUNCTIONS?	A By you	B By a direct assistant	C With another agency	D If not covered in columns A, B, C, give title of person or agency who performs it
1. Determine admissions				
2. Conduct "Freshman Week"				
3. Supervise Orientation courses				
4. Conduct research in student problems				
5. Keep official academic record of student				
6. Keep copies of academic record of student				
7. Interview entering students for personal history records				
8. Keep official record of students' personal history				
9. Keep copies of record of students' personal history				
10. Make up students' class schedules				

# DEANS AND ADVISERS OF MEN

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	A By you	B By a direct assistant	C With another agency	D If not covered in columns A, B, C, give title of person or agency who performs it
11. Select members of faculty				
12. Approve selection of faculty members				
13. Conduct faculty meetings				
14. Formulate curricula				
15. Supervise catalogue				
16. Officially administer educational counselling program				
17. Aid students in making academic adjustments				
18. Administer penalties imposed for unsatisfactory work				
19. Analyze and adjust students' social problems				
20. Analyze and adjust students' emotional difficulties				
21. Analyze and adjust students' moral problems				
22. Administer student loans				
23. Administer student scholarships				
24. Advise with student government				
25. Advise with interfraternity government				
26. Supervise fraternities				
27. Regulate student participation in other non-athletic extra-curricular activities				
28. Regulate student participation in athletics				
29. Audit student organization accounts				
30. Supervise social calendar				

## SECRETARIAL NOTES

A By you	B By a direct assistant	C With another agency	D If not covered in columns A, B, C, give title of person or agency who performs it
31. Administer social regulations			
32. Approve chaperones for parties			
33. Supervise health service			
34. Supervise housing			
35. Supervise institutional dining halls			
36. Supervise physical examinations			
37. Recommend students for remedial medical treatment			
38. Recommend students for remedial physical education			
39. Recommend students for remedial psychiatric treatment			
40. Supervise mental health clinic			
41. Supervise vocational counselling program			
42. Supervise placement of part-time workers			
43. Supervise graduate placement			
44. Supervise vocational "follow-up" program			
45. Grant excuses for class absences			
46. Enforce automobile regulations			
47. Penalize students for moral delinquencies			
48. Penalize students for class absences			
49. Penalize students for chapel or assembly absences			
50. Penalize students for infractions of student organization regulations			
51. Penalize for infractions of social regulations			
52. Penalize for infractions of housing regulations			

	A By you	B By a direct assistant	C With another agency	D If not covered in columns A, B, C, give title of person or agency who performs it
53. Enforce payment of students' private bills				
54. Enforce payment of students' institutional bills				

## LIST ANY OTHER MAJOR FUNCTIONS WHICH YOU PERFORM

55.	
56.	
57.	
58.	
59.	
60.	

To whom are you directly responsible? .....

Do you teach in addition to your administrative duties? Yes ..... No ..... If so, what subject? ..... How many hours a week? .....

Check your total personal income from the institution for the academic year 1930-31:

Below \$1,500	\$2,000 to \$2,499	\$3,000 to \$3,499	\$4,000 to \$4,499	\$5,000 to \$5,999
\$1,500 to \$1,999	\$2,500 to \$2,999	\$3,500 to \$3,999	\$4,500 to \$4,999	\$6,000 and over

What per cent represented administration? ..... % What per cent was for teaching? ..... %

Total salary budget for your office for the academic year 1930-31 \$ ..... Amount allowed for other expenses for the academic year 1930-31 \$ .....

Total enrollment of men students for the academic year 1930-31 .....

**Names of Assistant Deans or Advisers:**

**How many clerks and stenographers on your staff?**

Did you ever take a professional course to prepare for the work of student administration? Yes ☐ No ☐

**If so, list the preparation**

### What Books, articles or papers, etc., have you written about students and student problems?

Title

## Publisher

Date \_\_\_\_\_

Return to D. H. Gardner, University of Akron, Akron, Ohio.



## EXHIBIT 4A.

**Group No. 1—15 Institutions**  
**Enrollment Under 100 Men**

Rank According to (A,B,&C)	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean In Some Capacity (A,B,&C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A&B)	Number of Question	Rank According to (A,B,&C)	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean In Some Capacity (A,B,&C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A&B)	Number of Question
30	15	40	60	20	40	28.	44	15	53	47	47	0	1.
49	10	60	40	20	20	29.	18	9	23	77	44	33	2.
15	15	20	80	40	40	30.	21	7	28	72	43	29	3.
9	14	14	86	43	43	31.	7	9	11	89	56	33	4.
23	12	33	67	25	42	32.	53	14	72	28	21	7	5.
26	12	34	66	33	33	33.	38	10	50	50	10	40	6.
1	12	0	100	17	83	34.	32	14	43	57	7	50	7.
40	10	50	50	30	20	35.	33	14	43	57	21	36	8.
47	11	55	45	18	27	36.	34	9	44	56	0	56	9.
37	12	50	50	17	33	37.	31	15	40	60	40	20	10.
39	10	50	50	20	30	38.	52	14	71	29	29	0	11.
42	4	50	50	0	50	39.	50	11	64	36	36	0	12.
25	3	33	67	0	67	40.	54	15	73	27	27	0	13.
24	6	33	67	17	50	41.	48	14	57	43	29	14	14.
36	13	46	54	23	31	42.	43	15	53	47	40	7	15.
45	13	54	46	23	23	43.	35	9	45	55	22	33	16.
29	5	40	60	20	40	44.	16	14	21	79	29	50	17.
27	14	36	64	14	50	45.	22	13	31	69	46	23	18.
13	6	17	83	33	50	46.	4	15	6	94	27	67	19.
8	15	13	87	47	40	47.	6	14	8	92	21	71	20.
20	12	25	75	42	33	48.	5	15	6	94	27	67	21.
14	11	19	81	45	36	49.	41	10	50	50	40	10	22.
10	7	14	86	43	43	50.	51	12	67	33	25	8	23.
12	12	17	83	25	58	51.	17	13	23	77	31	46	24.
11	13	16	84	38	46	52.	2	2	0	100	0	100	25.
28	8	37	63	25	38	53.	3	1	0	100	0	100	26.
46	13	54	46	31	15	54.	19	12	25	75	42	33	27.

## EXHIBIT 4A.

## Personal Data

## INSTRUCTION

\* \* \*

Do You Teach in Addition to Your  
Administrative Duties?

Yes	No.
No	14

Number of Hours	No.
0	1
1- 2	
3- 4	
5- 6	
7- 8	1
9-10	1
11-12	2
13-14	1
15-16	5
17-18	1
19-20	1
21-22	
23-24	
25-26	
27-28	1
29-30	1

\* \* \*

Subject Taught  
(14 replies)

	No.
Social Science	2
Natural Science and Mathematics	5
Education	4
Humanities and Fine Arts	
Language and Literature	
Commerce	1
Agriculture	
Engineering	1
Miscellaneous	1

EDUCATIONAL PREPARATION  
FOR WORK

Yes	No.
No	

## ASSISTANTS

No.

No Assistants	
One or more	

## SALARY

\* \* \*

Annual Personal Income from the  
Institution  
(14 replies)

	No.
Under \$1500	1
\$1500-\$1999	3
\$2000-\$2499	4
\$2500-\$2999	3
\$3000-\$3499	2
\$3500-\$3999	
\$4000-\$4499	1
\$4500-\$4999	
\$5000-\$5999	
\$6000 and over	

\* \* \*

Percentage of Salary Allocated  
to Administration  
(8 replies)

Percent	No.
0	3
1- 9	
10-19	2
20-29	1
30-39	
40-49	1
50-59	
60-69	
70-79	
80-89	
90-99	
100	1

## ADMINISTRATIVE RESPONSIBILITY

\* \* \*

To Whom Are You Responsible?

	No.
President	13
Academic Dean	2

## EXHIBIT 4B.

**Group No. 2—46 Institutions**  
**100-249 Men Students**

Rank According to (A,B,&C)	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean In Some Capacity (A,B&C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A&B)	Number of Question
32	36	42	58	39	19	28.
50	29	69	31	21	10	29.
26	44	32	68	43	25	30.
12	44	18	82	43	39	31.
28	42	34	66	26	40	32.
34	34	44	56	38	18	33.
7	40	12	88	20	68	34.
46	30	63	37	10	27	35.
47	33	64	36	18	18	36.
27	30	33	67	37	30	37.
40	24	54	46	21	25	38.
13	17	18	82	47	35	39.
11	6	16	84	67	17	40.
14	29	18	82	34	48	41.
21	31	23	77	29	48	42.
48	31	65	35	19	16	43.
41	16	56	44	19	25	44.
38	42	48	52	12	40	45.
16	26	19	81	19	62	46.
18	42	21	79	43	36	47.
39	38	50	50	24	26	48.
31	34	41	59	15	44	49.
36	30	47	53	23	30	50.
19	39	21	79	28	51	51.
5	37	11	89	16	73	52.
24	26	27	73	27	46	53.
51	37	70	30	19	11	54.
22	36	25	75	36	25	25.
15	27	19	81	21	10	26.
30	26	39	60	37	42	27.
4	26	8	92	26	3	28.
35	35	45	55	35	35	29.
20	38	21	79	21	20	30.
23	33	27	73	27	27	31.
17	21	19	81	19	19	32.
43	38	61	39	38	43	33.
53	35	80	20	35	53	34.
52	33	79	21	33	52	35.
54	35	80	20	35	54	36.
44	38	63	37	38	44	37.
49	38	66	34	38	49	38.
25	35	29	71	35	25	39.
10	43	16	84	43	10	40.
29	40	35	65	40	29	41.
1	44	5	95	44	1	42.
2	38	5	95	38	2	43.
3	41	8	92	41	3	44.
33	39	44	56	39	33	45.
45	32	63	37	32	45	46.
8	38	13	87	38	8	47.
9	15	14	86	15	9	48.
6	18	11	89	18	6	49.
22	36	25	75	36	22	50.
37	36	47	58	36	37	51.
42	42	34	66	42	42	52.
28	44	18	82	44	28	53.
39	44	34	66	44	39	54.
19	43	44	56	43	19	55.
21	40	12	88	40	21	56.
34	30	63	37	30	34	57.
46	33	64	36	33	46	58.
27	30	33	67	37	27	59.
40	24	54	46	24	40	60.
13	17	18	82	47	13	61.
11	6	16	84	67	11	62.
14	29	18	82	34	14	63.
21	31	23	77	29	21	64.
48	31	65	35	19	48	65.
41	16	56	44	19	41	66.
38	42	48	52	12	38	67.
16	26	19	81	19	16	68.
18	42	21	79	43	18	69.
39	38	50	50	24	39	70.
31	34	41	59	15	31	71.
36	30	47	53	23	36	72.
19	39	21	79	28	19	73.
5	37	11	89	16	5	74.
24	26	27	73	27	24	75.
51	37	70	30	19	51	76.

## EXHIBIT 4D.

## Personal Data

## INSTRUCTION

\*\*\*  
Do You Teach in Addition to Your  
Administrative Duties?  
(28 replies)

Yes ..... No. 23  
No ..... 5

\*\*\*  
Number of Hours  
(28 replies)

No. 5  
0 .....  
1- 2 .....  
3- 4 ..... 3  
5- 6 ..... 7  
7- 8 ..... 3  
9-10 ..... 3  
11-12 ..... 2  
13-14 .....  
15-16 ..... 4  
17-18 .....  
19-20 .....  
21-22 .....  
23-24 .....  
25-26 .....  
27-28 ..... 1  
29-30 ..... 1

\*\*\*  
Subject Taught  
(23 replies)

No. 9  
Social Science .....  
Natural Science and Mathematics ..... 3  
Education ..... 3  
Humanities and Fine Arts ..... 4  
Language and Literature ..... 1  
Commerce .....  
Agriculture ..... 1  
Engineering .....  
Miscellaneous ..... 2

EDUCATIONAL PREPARATION  
FOR WORK

No. 11  
Yes .....  
No ..... 18

## ASSISTANTS

No. 24  
No assistants .....  
One or more ..... 5

## SALARY

\*\*\*  
Annual Personal Income From  
The Institution  
(28 replies)

No. 2  
Under \$1500 .....  
\$1500-\$1999 .....  
\$2000-\$2499 ..... 2  
\$2500-\$2999 ..... 3  
\$3000-\$3499 ..... 2  
\$3500-\$3999 ..... 2  
\$4000-\$4499 ..... 12  
\$4500-\$4999 ..... 4  
\$5000-\$5999 ..... 3  
\$6000 and over ..... 3

\*\*\*  
Percentage of Salary Allocated  
To Administration  
(26 replies)

No. 1  
Percent .....  
0 .....  
1- 9 ..... 1  
10-19 ..... 2  
20-29 ..... 4  
30-39 ..... 1  
40-49 ..... 1  
50-59 ..... 6  
60-69 ..... 2  
70-79 .....  
80-89 ..... 3  
90-99 ..... 1  
100 ..... 5

ADMINISTRATIVE RESPONSIBILITY  
To Whom Are You Responsible?

\*\*\*  
(27 replies)  
President ..... 24  
President and Board ..... 1  
Academic Dean ..... 2

## EXHIBIT 4E.

Group No. 5—27 Institutions  
1000-1999 Men Students

Rank According to (A,B,&C)	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean In Some Capacity (A,B&C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A&B)	Number of Question
1.	4	26	30	70	27	46
2.	43	39	82	18	23	15
3.	44	31	75	25	16	19
4.	75	15	90	10	20	11
5.	4	16	20	80	25	49
6.	33	17	50	50	18	37
7.	39	17	56	44	23	32
8.	53	11	64	36	19	29
9.	58	0	58	42	12	31
10.	7	19	26	74	27	47
11.	0	8	8	92	25	53
12.	0	15	15	85	20	52
13.	0	5	5	95	21	54
14.	0	20	20	80	25	50
15.	0	24	24	76	25	48
16.	30	26	56	44	23	33
17.	56	22	78	22	27	17
18.	38	15	53	47	26	36
19.	81	15	96	4	26	2
20.	64	32	96	4	25	5
21.	72	24	96	4	25	4
22.	36	28	64	36	25	27
23.	30	17	47	53	23	39
24.	83	9	92	8	23	9
25.	96	9	96	4	25	3
26.	71	21	92	8	24	8
27.	39	48	87	13	23	13
28.	25	42	67	33	24	25
29.	14	27	41	59	22	43
30.	60	16	76	24	25	18
31.	60	28	88	12	25	12
32.	44	16	60	40	25	30
33.	13	30	43	57	23	42
34.	45	45	90	10	22	10
35.	13	31	44	56	16	41
36.	4	15	19	81	26	51
37.	24	20	44	56	25	40
38.	5	27	32	68	22	45
39.	61	11	72	28	18	21
40.	17	33	50	50	12	38
41.	24	47	71	29	17	23
42.	33	21	54	46	24	34
43.	11	28	39	61	18	44
44.	14	57	71	29	7	24
45.	68	0	68	32	25	25
46.	45	27	72	28	11	22
47.	58	34	92	8	26	7
48.	41	23	64	36	22	28
49.	64	18	82	18	11	16
50.	48	26	74	26	23	20
51.	71	25	96	4	24	6
52.	52	30	82	18	23	14
53.	67	33	100	0	9	1
54.	29	25	54	46	24	35

## EXHIBIT 4E.

## Personal Data

<b>INSTRUCTION</b>		<b>ASSISTANTS</b>	
* * *		No. Assistant	
Do You Teach in Addition to Your Administrative Duties?		No. Assistant	
Yes	No.	No Assistant	18
No	22	One or more	9
* * *		<b>SALARY</b>	
Number of Hours		* * *	
(24 replies)		Annual Personal Income from the Institution	
(24 replies)		(24 replies)	
0	No.	Under \$1500	No.
1-2	5	\$1500-\$1999	*1
3-4	1	\$2000-\$2499	
5-6	5	\$2500-\$2999	3
7-8	4	\$3000-\$3499	1
9-10	3	\$3500-\$3999	5
11-12	3	\$4000-\$4499	4
13-14	1	\$4500-\$4999	1
15-16	2	\$5000-\$5999	6
17-18		\$6000 and over	2
19-20		(* Catholic Institution.)	
21-22		* * *	
23-24		Percentage of Salary Allocated To Administration	
25-26		(17 replies)	
27-28		Per cent	No
29-30		0	
		1-9	
		10-19	1
		20-29	
		30-39	1
		40-49	4
		50-59	
		60-69	2
		70-79	
		80-89	2
		90-99	
		100	7
* * *		<b>ADMINISTRATIVE RESPONSIBILITY</b>	
Subject Taught		* * *	
(21 replies)		To Whom Are You Responsible?	
Social Science	No.	President	No.
Natural Science and Mathematics	7	President and another agency	21
Education	7	(such as Board, Vice-President)	4
Humanities and Fine Arts	2	Academic Dean	2
Language and Literature	1		
Commerce	1		
Agriculture	1		
Engineering			
Miscellaneous			
<b>EDUCATIONAL PREPARATION FOR WORK</b>			
Yes	No.		
No	5		
	22		

## EXHIBIT 4F.

**Group No. 6—26 Institutions**  
**2000-3999 Men Students**

Rank According to (A,B,&C)	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean In Some Capacity (A,B&C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A&B)	Number of Question
Rank According to (A,B,&C)	Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean In Some Capacity (A,B&C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A&B)	Number of Question
1.	4	16	20	80	25	53
2.	41	50	91	9	22	9
3.	35	20	55	45	20	32
4.	64	27	91	9	22	8
5.	0	20	20	80	25	54
6.	50	13	63	37	24	26
7.	55	10	65	35	20	22
8.	55	9	64	36	22	25
9.	58	17	75	25	12	17
10.	8	24	32	68	25	43
11.	0	32	32	68	25	44
12.	0	23	23	77	22	50
13.	0	21	21	79	24	51
14.	0	21	21	79	24	52
15.	0	25	25	75	24	48
16.	41	36	77	23	22	16
17.	68	24	92	8	25	7
18.	17	26	43	57	23	39
19.	88	12	100	0	24	1
20.	73	23	96	4	22	5
21.	75	25	100	0	24	2
22.	52	28	80	20	25	15
23.	30	30	60	40	20	27
24.	91	4	95	5	23	6
25.	88	8	96	4	25	3
26.	88	8	96	4	24	4
27.	70	20	90	10	20	11
28.	23	32	55	45	22	31
29.	29	25	54	46	24	33
30.	44	20	64	36	25	23
31.	46	25	71	29	24	19
32.	32	16	48	52	25	37
33.	4	35	39	61	23	42
34.	74	13	87	13	23	12
35.	13	44	57	43	16	29
36.	0	30	30	70	23	45
37.	24	28	52	48	25	35
38.	13	33	46	54	24	38
39.	64	18	82	18	22	13
40.	7	36	43	57	14	41
41.	47	26	73	27	19	18
42.	36	20	56	44	25	30
43.	8	21	29	71	24	46
44.	15	38	53	47	13	34
45.	35	15	50	50	20	36
46.	25	42	67	33	12	21
47.	44	20	64	36	25	24
48.	19	10	29	71	21	47
49.	0	25	25	75	4	49
50.	35	22	57	43	23	28
51.	46	21	67	33	24	20
52.	64	18	82	18	22	14
53.	55	36	91	9	11	10
54.	10	33	43	57	21	40

## EXHIBIT 4F.

## Personal Data

## INSTRUCTION

\* \* \*

Do You Teach in Addition to Your  
Administrative Duties

Yes	No.
No	16
	10

\* \* \*

## Number of Hours

	No.
0	10
1- 2	1
3- 4	7
5- 6	5
7- 8	1
9-10	2
11-12	
13-14	
15-16	
17-18	
19-20	
21-22	
23-24	
25-26	
27-28	
29-30	

\* \* \*

Subject Taught  
(16 replies)

Social Science	4
Natural Science and Mathematics	2
Education	4
Humanities and Fine Arts	2
Language and Literature	4
Commerce	
Agriculture	
Engineering	
Miscellaneous	

EDUCATIONAL PREPARATION  
FOR WORK

Yes	No.
No	5
	21

## ASSISTANTS

No Assistants	No.
One or more	15
	11

## SALARY

\* \* \*

Annual Personal Income from the  
Institution  
(25 replies)

	No.
Under \$1500	*4
\$1500-\$1999	
\$2000-\$2499	1
\$2500-\$2999	
\$3000-\$3499	2
\$3500-\$3999	1
\$4000-\$4499	7
\$4500-\$4999	2
\$5000-\$5999	4
\$6000 and over	4

(\* Catholic institutions.)

\* \* \*

Percentage of Salary Allocated  
to Administration

(16 replies)

Per cent	No.
0	
1- 9	
10-19	
20-29	1
30-39	1
40-49	1
50-59	1
60-69	
70-79	2
80-89	
90-99	1
100	9

## ADMINISTRATIVE RESPONSIBILITY

\* \* \*

## To Whom Are You Responsible?

	No.
President	18
President and another agency (such as Board, Vice-President)	4
Academic Dean	2
Vice-President	1
Dean of Personnel	1



## EXHIBIT 4G.

**Group No. 7—6 Institutions**  
**4000-5999 Men Students**

Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean In Some Capacity (A,B&C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A&B)	Number of Question
1.	0	33	33	67	6
2.	33	67	100	0	6
3.	0	100	100	0	2
4.	33	33	66	34	3
5.	0	17	17	83	6
6.	50	33	83	17	6
7.	80	0	80	20	5
8.	80	0	80	20	5
9.	0	50	50	50	2
10.	0	0	0	100	5
11.	0	0	0	100	5
12.	0	0	0	100	4
13.	20	0	20	80	5
14.	0	20	20	80	5
15.	17	17	34	66	6
16.	25	50	75	25	4
17.	50	33	83	17	6
18.	33	33	66	34	6
19.	100	0	100	0	6
20.	100	0	100	0	5
21.	100	0	100	0	6
22.	40	40	80	20	5
23.	20	40	60	40	5
24.	100	0	100	0	6
25.	100	0	100	0	6
26.	67	33	100	0	6
27.	83	17	100	0	6
28.	50	33	83	17	6
29.	50	0	50	50	4
30.	100	0	100	0	5
31.	100	0	100	0	5
32.	40	0	40	60	5
33.	20	40	60	40	5
34.	83	17	100	0	6
35.	0	0	0	100	2
36.	0	20	20	80	5
37.	20	20	40	60	5
38.	20	20	40	60	5
39.	17	33	50	50	6
40.	0	33	33	67	3
41.	25	75	100	0	4
42.	60	20	80	20	5
43.	0	0	0	100	5
44.	0	0	0	100	3
45.	60	20	80	20	5
46.	0	67	67	33	3
47.	67	17	84	16	6
48.	20	20	40	60	5
49.					0
50.	33	17	50	50	6
51.	67	33	100	0	6
52.	83	17	100	0	6
53.	100	0	100	0	4
54.	33	17	50	50	6

## EXHIBIT 4G.

## Personal Data

## INSTRUCTION

\*\*\*  
Do You Teach in Addition to Your  
Administrative Duties?

Yes ..... No.  
No ..... 3

\*\*\*  
Number of Hours

0	.....	No.	3
1- 2	.....	1	
3- 4	.....	1	
5- 6	.....	1	
7- 8	.....		
9-10	.....		
11-12	.....		
13-14	.....		
15-16	.....		
17-18	.....		
19-20	.....		
21-22	.....		
23-24	.....		
25-26	.....		
27-28	.....		
29-30	.....		

\*\*\*  
Subject Taught  
(3 replies)

Social Science	.....	No.	
Natural Science and Mathematics	.....	1	
Education	.....	1	
Humanities and Fine Arts	.....		
Language and Literature	.....		
Commerce	.....		
Agriculture	.....	1	
Engineering	.....		
Miscellaneous	.....		

EDUCATIONAL PREPARATION  
FOR WORK

Yes ..... No.  
No ..... 6

## ASSISTANTS

No. ....  
No Assistants ..... 1  
One or more ..... 5

## SALARY

\*\*\*  
Annual Personal Income from  
the Institution

No	.....
Under \$1500	.....
\$1500-\$1999	.....
\$2000-\$2499	.....
\$2500-\$2999	.....
\$3000-\$3499	.....
\$3500-\$3999	.....
\$4000-\$4499	.....
\$4500-\$4999	.....
\$5000-\$5999	..... 2
\$6000 and over	..... 4

\*\*\*  
Percentage of Salary Allocated  
to Administration  
(4 replies)

No	.....
Per cent	.....
0	.....
1- 9	.....
10-19	.....
20-29	.....
30-39	.....
40-49	.....
50-59	.....
60-69	.....
70-79	.....
80-89	..... 1
90-99	..... 1
100	..... 2

## ADMINISTRATIVE RESPONSIBILITY

\*\*\*  
To Whom Are You Responsible?

No.	.....
President	..... 5
President and Board	..... 1

## EXHIBIT 4H.

Group No. 8—7 Institutions  
6000 and Over Men Students

Number of Replies to the Question	Percentage Performed by Another Officer or Agency (D)	Percentage Performed by Dean In Some Capacity (A,B&C)	Percentage Performed by Dean With Another Agency (C)	Percentage Performed by Dean or a Direct Assistant (A&B)	Number of Question
1.	0	29	29	71	7
2.	43	29	72	28	7
3.	0	50	50	50	4
4.	17	50	67	33	6
5.	0	14	14	86	7
6.	43	0	43	57	7
7.	67	0	67	33	3
8.	50	0	50	50	6
9.	0	0	0	100	1
10.	0	4	4	86	7
11.	0	17	17	83	6
12.	0	17	17	83	6
13.	0	17	17	83	6
14.	0	17	17	83	6
15.	0	29	29	71	7
16.	0	43	43	57	7
17.	29	57	86	14	7
18.	0	43	43	57	7
19.	86	14	100	0	7
20.	57	43	100	0	7
21.	86	14	100	0	7
22.	86	14	100	0	7
23.	0	43	43	57	7
24.	100	0	100	0	7
25.	100	0	100	0	7
26.	100	0	100	0	7
27.	100	0	100	0	6
28.	43	29	72	28	7
29.	86	14	100	0	7
30.	86	0	86	14	7
31.	83	0	83	17	6
32.	50	17	67	33	6
33.	0	17	17	83	6
34.	86	14	100	0	7
35.	0	0	0	100	3
36.	0	17	17	83	6
37.	29	43	72	28	7
38.	17	50	67	33	6
39.	43	43	86	14	7
40.	0	0	0	100	4
41.	29	14	43	57	7
42.	50	0	50	50	6
43.	40	0	40	60	5
44.	0	0	0	100	2
45.	40	20	60	40	5
46.	60	0	60	40	5
47.	14	72	86	14	7
48.	0	50	50	50	2
49.	100	0	100	0	1
50.	50	33	83	17	6
51.	40	60	100	0	5
52.	80	20	100	0	5
53.	100	0	100	0	2
54.	20	20	40	60	5

## EXHIBIT 4H.

## Personal Data

## INSTRUCTION

\*\*\*  
Do You Teach in Addition to Your  
Administrative Duties?  
(6 replies)

Yes .....	No.
No .....	2
	4

\*\*\*  
Number of Hours  
(6 replies)

0 .....	No.
1- 2 .....	4
3- 4 .....	1
5- 6 .....	1
7- 8 .....	
9-10 .....	
11-12 .....	
13-14 .....	
15-16 .....	
17-18 .....	
19-20 .....	
21-22 .....	
23-24 .....	
25-26 .....	
27-28 .....	
29-30 .....	

\*\*\*  
Subject Taught  
(2 replies)

Social Science .....	No.
Natural Science and Mathematics .....	1
Education .....	
Humanities and Fine Arts .....	
Language and Literature .....	
Commerce .....	
Agriculture .....	
Engineering .....	1
Miscellaneous .....	

EDUCATIONAL PREPARATION  
FOR WORK

Yes .....	No.
No .....	1
	6

## ASSISTANTS

No Assistants .....	No.
One or more .....	0
	7

## SALARY

\*\*\*  
Annual Personal Income from  
the Institution  
(6 replies)

Under \$1500 .....	No.
\$1500-\$1999 .....	
\$2000-\$2499 .....	
\$2500-\$2999 .....	
\$3000-\$3499 .....	
\$3500-\$3999 .....	
\$4000-\$4499 .....	1
\$4500-\$4999 .....	1
\$5000-\$5999 .....	
\$6000 and over .....	4

\*\*\*  
Percentage of Salary Allocated  
to Administration  
(5 replies)

Per cent	No.
0 .....	
1- 9 .....	
10-19 .....	
20-29 .....	1
30-39 .....	
40-49 .....	
50-59 .....	
60-69 .....	
70-79 .....	
80-89 .....	
90-99 .....	
100 .....	4

## ADMINISTRATIVE RESPONSIBILITY

\*\*\*

To Whom Are You Responsible?

President .....	No.
President and Regents .....	6
	1

## EXHIBIT 5.

## The National Association of Deans and and Advisers of Men

Compilation of data relative to the functional administration and administrative personnel of student welfare for men in 211 institutions which have an officer bearing the title of Dean or Adviser of Men, Dean of Students, Student Affairs, or Student Life, or Men's Counselor. These data are one resultant of the survey conducted by the N. A. D. A. M. in 1931-1932.

Conducted by the A. B. C. D. E. F. G. H. I. J. K. L. M. N. O. P. Q. R. S. T. U. V. W. X. Y. Z. AA. AB. AC. AD. AE. AF. AG. AH. AI. AJ. AK. AL. AM. AN. AO. AP. AQ. AR. AS. AT. AU. AV. AW. AX. AY. AZ. BA. BB. BC. BD. BE. BF. BG. BH. BI. BJ. BK. BL. BM. BN. BO. BP. BQ. BR. BS. BT. BU. BV. BW. BX. BY. BZ. CA. CB. CC. CD. CE. CF. CG. CH. CI. CJ. CK. CL. CM. CN. CO. CP. CQ. CR. CS. CT. CU. CV. CW. CX. CY. CZ. DA. DB. DC. DD. DE. DF. DG. DH. DI. DJ. DK. DL. DM. DN. DO. DP. DQ. DR. DS. DT. DU. DV. DW. DX. DY. DZ. EA. EB. EC. ED. EE. EF. EG. EH. EI. EJ. EK. EL. EM. EN. EO. EP. EQ. ER. ES. ET. EU. EV. EW. EX. EY. EZ. FA. FB. FC. FD. FE. FF. FG. FH. FI. FJ. FK. FL. FM. FN. FO. FP. FQ. FR. FS. FT. FU. FV. FW. FX. FY. FZ. GA. GB. GC. GD. GE. GF. GG. GH. GI. GJ. GK. GL. GM. GN. GO. GP. GQ. GR. GS. GT. GU. GV. GW. GX. GY. GZ. HA. HB. HC. HD. HE. HF. HG. HH. HI. HJ. HK. HL. HM. HN. HO. HP. HQ. HR. HS. HT. HU. HV. HW. HX. HY. HZ. IA. IB. IC. ID. IE. IF. IG. IH. II. IJ. IK. IL. IM. IN. IO. IP. IQ. IR. IS. IT. IU. IV. IW. IX. IY. IZ. JA. JB. JC. JD. JE. JF. JG. JH. JI. JJ. JK. JL. JM. JN. JO. JP. JQ. JR. JS. JT. JU. JV. JW. JX. JY. JZ. KA. KB. KC. KD. KE. KF. KG. KH. KI. KJ. KK. KL. KM. KN. KO. KP. KQ. KR. KS. KT. KU. KV. KW. KX. KY. KZ. LA. LB. LC. LD. LE. LF. LG. LH. LI. LJ. LK. LL. LM. LN. LO. LP. LQ. LR. LS. LT. LU. LV. LW. LX. LY. LZ. MA. MB. MC. MD. ME. MF. MG. MH. MI. MJ. MK. ML. MM. MN. MO. MP. MQ. MR. MS. MT. MU. MV. MW. MX. MY. MZ. NA. NB. NC. ND. NE. NF. NG. NH. NI. NJ. NK. NL. NM. NO. NP. NQ. NR. NS. NT. NU. NV. NW. NX. NY. NZ. OA. OB. OC. OD. OE. OF. OG. OH. OI. OJ. OK. OL. OM. ON. OO. OP. OQ. OR. OS. OT. OU. OV. OW. OX. OY. OZ. PA. PB. PC. PD. PE. PF. PG. PH. PI. PJ. PK. PL. PM. PN. PO. PP. PQ. PR. PS. PT. PU. PV. PW. PX. PY. PZ. QA. QB. QC. QD. QE. QF. QG. QH. QI. QJ. QK. QL. QM. QN. QO. QP. QQ. QR. QS. QT. QU. QV. QW. QX. QY. QZ. RA. RB. RC. RD. RE. RF. RG. RH. RI. RJ. RK. RL. RM. RN. RO. RP. RQ. RR. RS. RT. RU. RV. RW. RX. RY. RZ. SA. SB. SC. SD. SE. SF. SG. SH. SI. SJ. SK. SL. SM. SN. SO. SP. SQ. SR. SS. ST. SU. SV. SW. SX. SY. SZ. TA. TB. TC. TD. TE. TF. TG. TH. TI. TJ. TK. TL. TM. TN. TO. TP. TQ. TR. TS. TT. TU. TV. TW. TX. TY. TZ. UA. UB. UC. UD. UE. UF. UG. UH. UI. UJ. UK. UL. UM. UN. UO. UP. UQ. UR. US. UT. UU. UV. UW. UX. UY. UZ. VA. VB. VC. VD. VE. VF. VG. VH. VI. VJ. VK. VL. VM. VN. VO. VP. VQ. VR. VS. VT. VU. VV. VW. VX. VY. VZ. WA. WB. WC. WD. WE. WF. WG. WH. WI. WJ. WK. WL. WM. WN. WO. WP. WQ. WR. WS. WT. WU. WV. WW. WX. WY. WZ. XA. XB. XC. XD. XE. XF. XG. XH. XI. XJ. XK. XL. XM. XN. XO. XP. XQ. XR. XS. XT. XU. XV. XW. XX. XY. XZ. YA. YB. YC. YD. YE. YF. YG. YH. YI. YJ. YK. YL. YM. YN. YO. YP. YQ. YR. YS. YT. YU. YV. YW. YX. YY. YZ. ZA. ZB. ZC. ZD. ZE. ZF. ZG. ZH. ZI. ZJ. ZK. ZL. ZM. ZN. ZO. ZP. ZQ. ZR. ZS. ZT. ZU. ZV. ZW. ZX. ZY. ZZ.						A. & B.		C.	Total A., B., C.		D.
Rank of Functions	Functions	% performed by Dean or a direct assistant	% performed by Dean with another officer or agency	% performed by Dean in some capacity	% performed by another agency	Number of replies to questionnaire					
1.	Analyze and adjust students's social problems	79	19	98	2	202*					
2.	Analyze and adjust student's moral problems	77	20	97	3	196					
3.	Analyze and adjust student's emotional difficulties	73	23	96	4	188					
4.	Advise with interfraternity government	88	8	96	4	132					
5.	Supervise fraternities	78	15	93	7	132					
6.	Supervise housing	69	22	91	9	189					
7.	Advise with student government	72	19	91	9	187					
8.	Conduct research in student problems	55	35	90	10	153					
9.	Penalize for infractions of housing regulations	67	21	88	12	173					
10.	Aid students in making academic adjustments	58	28	86	14	202					
11.	Administer social regulations	44	41	85	15	201					
12.	Conduct "Freshman Week"	34	51	85	15	162					
13.	Penalize for infractions of social regulations	54	30	84	16	188					
14.	Enforce payment of student's private bills	59	25	84	16	116					
15.	Regulate student participation in other non-athletic extra-curricular activities.	47	35	82	18	175					
16.	Penalize students for moral delinquencies	46	35	81	19	205					
17.	Enforce automobile regulations	58	20	78	22	111					
18.	Supervise vocational counselling program	42	35	77	23	142					
19.	Recommend students for remedial psychiatric treatment	43	33	76	24	122					

20. Keep copies of record of students' personal history	60	15	75	25	106
21. Supervise social calendar	36	37	73	27	204
22. Interview entering students for personal history records	58	14	72	28	174
23. Officially administer educational counselling program	36	35	71	29	164
24. Keep official record of students' personal history	57	13	70	30	175
25. Supervise Orientation courses	33	37	70	30	131
26. Supervise placement of part-time workers	41	27	68	32	180
27. Penalize students for chapel or assembly absences	41	25	66	34	120
28. Administer student loans	28	37	65	35	190
29. Administer penalties imposed for unsatisfactory work	32	32	64	36	198
30. Grant excuses for class absences	53	11	64	36	188
31. Penalize students for infraction of student organization regulations	39	25	64	36	163
32. Regulate student participation in athletics	24	36	60	40	185
33. Keep copies of academic records of students	40	19	59	41	164
34. Approve chaperons for parties	31	27	58	42	196
35. Penalize students for class absences	33	22	55	45	180
36. Recommend students for remedial medical treatment	25	30	55	45	179
37. Supervise vocational "followup" program	25	30	55	45	81
38. Administer student scholarships	19	33	52	48	172
39. Supervise mental health clinic	11	41	52	48	61
40. Supervise health service	15	34	49	51	174
41. Audit student organization accounts	21	27	48	52	162
42. Recommend students for remedial physical education	14	30	44	56	159
43. Supervise institutional dining halls	21	23	44	56	133
44. Determine admissions	6	37	43	57	207
45. Enforce payment of students' institutional bills	20	23	43	57	181
46. Make up students' class schedules	8	33	41	59	199
47. Supervise graduate placement	15	24	39	61	164
48. Supervise catalogue	6	27	33	67	182
49. Supervise physical examinations	9	24	33	67	176
50. Formulate curricula	4	28	32	68	189
51. Keep official academic records of students	5	23	28	72	195

52. Approve selection of faculty members	2	23	25	75	160
53. Select members of faculty	2	20	22	78	190
54. Conduct faculty meetings	3	14	17	83	179

\* Instructions were given on the questionnaire that if the function was not performed, no reply should be given; hence the variations.

## Personal Data

### INSTRUCTION

Do You Teach in Addition to Your Administrative Duties?  
(204 replies)

	No.	%
Yes	169	82.85
No	35	17.15

Number of Hours  
(203 replies)

0	35
1-2	4
3-4	23
5-6	31
7-8	13
9-10	23
11-12	26
13-14	12
15-16	24
17-18	5
19-20	2
21-22	0
23-24	1
25-26	1
27-28	2
29-30	1

Subject Taught  
(169 replies)

	No.	%
Social Science	48	28.40
Natural Science and Math	43	25.44
Education	25	14.79
Humanities and Fine Arts	19	11.24
Language and Literature	17	10.06
Commerce	4	2.36
Agriculture	4	2.36
Engineering	3	1.77
Miscellaneous	6	3.55

EDUCATIONAL PREPARATION  
FOR WORK

(211 replies)

	No.	%
*Yes	69	28
No	151	72

\* The lack of uniformity in the replies on preparatory work made it impossible to list the various types.

\*ASSISTANTS

(211 replies)

	No.	%
No assistants	153	73
One or more	58	27

\* Assistants, other than stenographers.

### SALARY

Annual Personal Income From  
the Institution  
(200 replies)

	No.	%
Under \$1500	13*	6.50
\$1500-\$1999	7	3.50
\$2000-\$2499	19	9.50
\$2500-\$2999	28	14.00
\$3000-\$3499	26	13.00
\$3500-\$3999	24	12.00
\$4000-\$4499	35	17.50
\$4500-\$4999	12	6.00
\$5000-\$5999	20	10.00
\$6000-and over	16	8.00

\* 6 of the 13 indicated that they were Catholic institutions and contributed services.

Percentage of Salary Allocated  
to Administration  
(148 replies)

Percent	Replies
0	7
1-9	9
10-19	17
20-29	18
30-39	6
40-49	5
50-59	22
60-69	10
70-79	5
80-89	8
90-99	4
100	37

ADMINISTRATIVE RESPONSIBILITY  
(207 replies)

To Whom Are You Responsible?

President or Supt. of Schools	169
President and another agency such as Board, Vice-Pres.	21
Academic Dean	12
Board of Directors	3
Vice-President	1
Dean of Personnel	1

President Moore: There is condensed in a very few minutes the results of most of the work of the past year. He can stand up under any amount of questioning so if you choose to discuss this, go right ahead.

Dean Field: I wonder if you wish a motion to adopt this fine report that has been made, and also approve the appointment of that committee. If you do, I would be glad to move that it be referred to the Executive Committee for further work because I feel that that report ought not to be allowed to stop at this point.

President Moore: The house is open at this time for definite action.

Dean Field: I move this report be received as information and a committee appointed, as recommended.

Dean Bose: Second the motion.

President Moore: You have heard the motion. Any discussion?

Dean Gardner: May I say to the members that I was glad that Dean Field made the remark that this be received as information. I would like to have it distinctly understood that this is not an individual paper or anything that is the result of the work of an individual; it is the work of one of the first acting committees of this association to be appointed.

This is, in my opinion, a very serious matter. I am sure that the members of the former committee, the committee which at least supervised this work, would be happy to have criticism, comments and suggestions. I would like to say that this is merely a summation of the duties performed by men throughout the country. Speaking for the committee, I think I can say that they would be happy to receive criticism because, as I tried to bring out in the report without too much emphasis, if we continue this sort of work we are changing the nature of this association, to a degree. We are being requested every year to supply certain fundamental information for new men, and to other groups, for their guidance. Therefore, the association should give the members of this former committee, and the members to be appointed as a new committee, the advantage of their criticism.

Dean Zumbunnen: I want to express a word of personal appreciation for the work of the committee. Anybody who has worked over a series of questionnaires as large as that knows there has been a lot of work done.

I think we are on the right track in this matter. I think this association has come to the place where it needs to be something a little bit more definite and constructive than we have been doing in our meetings. Certainly we need to chart our functions. We ourselves need to know what our job is. I have been working at it six years and I am not sure that I know absolutely what my duties are.

I think we need to have this matter very carefully worked out. We are in a field of endeavor that is of tremendous importance, and not only do we ourselves need to know what our job is—if you will let me use that word—but there are leaders of institutions and other people who want to know what our functions are and what our contributions are, and



whether there is a real place for this sort of thing that we are attempting to do.

I should like to again express my appreciation of this new endeavor and to urge that it be carried forward. And if I may say so, personally, I will heartily and enthusiastically, do anything I can to help forward this movement. I am tremendously interested in it, and think we ought to carry it on.

President Moore: You have heard the motion and the second, and this discussion. All those in favor of the motion as made, embodying the accepting of the report, commending the committee, and the appointing of a special committee, please say "Aye"; opposed "No." The motion is unanimously carried.

Dean Field: I am not sure but what this committee ought to be continued in addition to that other committee, and if so I would include that in my motion.

President Moore: I would rather think that this should come up tomorrow morning at our business session.

Incidentally, I want to announce now that the Committee on the Time and Place of our Next Meeting, and the Committee on Nominations is a combined committee. This committee consists of Dean Culver, of Stanford University, Dean Bursley, of Michigan, and Dean Corbett, of Maine—surely a representative committee, the center and two edges of the continent.

The Committee on Resolutions consists of Dean Field and Dean Armstrong.

These two committees will report tomorrow morning.

At this time it is a very great pleasure to me to introduce a man who introduced me to this work of Dean of Men. I didn't know what a dean of men was when I started in trying to learn to be one. I am not sure that my predecessor knew what a Dean of Men was when he became one because he made his own job, just as Dean Culver did, and as Dean Zumbunnen has done, and as some of the rest of us have done. The part the Dean of Students or Dean of Men, or what have you—the name doesn't matter—should play in the administration of a college or university is to be discussed by a man who was present at his last meeting of this Association some eight years ago at Chapel Hill, North Carolina, Dr. L. H. Hubbard, President of the Texas State College for women. I will introduce him to you at this time.

## The Part the Dean of Students Should Play In College Administration

By L. H. HUBBARD, President, Texas State College for Women,  
Denton, Texas.

Mr. President and Gentlemen:

A book which I hope every dean of students has read is James Truslow Adams; "The Epic of America." We need more of the idealism of Mr. Adams. We need to remember that America's distinctive and unique gift to mankind is not material wealth, but, as he terms it, the "American dream, that dream of a land in which life shall be better and richer and fuller for every man, with opportunity for every man according to his ability . . . a social order in which each man and woman shall be able to attain to the full stature of which he is innately capable." It is a dream of the square deal. It is a dream of emphasis on the finer things of life and of satisfaction in their attainment. It is a dream not so much of increasing the American's power of consumption of material goods, but rather of this power of using advantageously his hours of leisure through strengthening his spiritual and intellectual life. It is a dream of stimulating our communal life by developing greatness in our individual souls. It is a dream of an American commonwealth whose leaders are no longer content to be absorbed in the physical basis of existence and with gaining power and wealth for themselves but who will utilize their leadership in becoming the spiritual leaders of our democracy. Lastly it is a dream of a great people who will understand such a change of ideals in their leaders and who will honor them for the change.

If this dream is ever to come true in America, the American college must help. There is no denying that one of the main objectives of higher education is the development of leaders. Therefore, if the leaders of American thought and action are to become imbued with a passion for spiritual progress that will make possible the attainment of the American dream of which Mr. Adams has written, the American college must do its share. Indeed it is not unfair to say that our colleges must play a leading part in this new program. Because there should be no more fruitful field for the cultivation of idealism than the American college campus. That this idealism has become subordinated to more material objectives does not lessen the potential power for good of our institutions of higher learning nor their obligation to make these ideals a reality.

In this new program of developing the idealism of college life, the dean of students is in a position to play a leading part. In my opinion he has a better opportunity for service in this respect than any other administrative officer. The president of the institution is burned with the administrative duties of another type, chief of which, perhaps, is balancing the budget. The scholastic deans are bound by the maze of catalogue requirements. But the dean of students is the personnel officer of the campus, and as such, is deeply and chiefly interested in the

development of student ideals. How can he effectively further this program?

First of all he must have faith in the power of these students to develop right thinking. No dean of students can be a cynic as regards youth and its aspirations toward the ideal, and where these ideals become thwarted, he must believe there is a reason for this, and that this condition can be ultimately remedied.

In the second place, the dean of students must have faith in his own ability to inspire the students with these ideals. Above everything else his personal life must be an inspiration to them. Then he must be ready at all times to take a stand for right thinking and living. He should be especially careful to commend, by word and letter, those students who stand for the right things, and to condemn wrong doing on the part of others.

In the third place, he should strive, in every way in his power, to combat the idea that is found on every campus, that the only worthwhile objectives of higher education are those which are vocational and utilitarian, and that a cultivated mind is a hindrance to success. He should not hesitate to recognize the need for spiritual emphasis in all college teaching.

Furthermore, the dean of students should strive as best he may to combat two forces in our campus life which are particularly destructive to idealism. The first of these is the evil of professionalism in inter-collegiate athletics. "To win without regard to honesty," is hardly conducive to right thinking. Then there is the cynicism and materialism that prevail among so many of our college teachers. What between agnosticism, behaviourism, and Freudism, college students have much to hinder them in their search for idealism.

Again, the dean of students needs, by every means in his power, to emphasize the friendly, helpful, constructive side of his office, and to keep as far in the background as possible his function as a disciplinary officer. His work as an adviser and as a vocational counsellor should occupy as much of his thought as possible, and he must see to it that he does not permit his office to degenerate into a police department. He should not hesitate to stand for right conduct and to insist on discipline, but the punishment of offenders should be turned over as much as possible to faculty and student committees.

Finally, the dean of students should strengthen himself and stimulate his own soul by keeping in touch with the idealistic thought of his day. He should cultivate especially the habit of reading worthwhile books outside his own field of educational administration, such books, for instance, as "The Epic of America." There is much in modern thought that will help him to believe that America's dream is not unattainable, and that the American college can do much toward making this dream a reality.

President Moore: It is quite apparent that Dr. Hubbard's words have found a response in every heart. We are all so often discouraged. We try to do things and then we look at the results we have accom-

plished and wonder if it is any use. To me one of the most hopeful things that we can learn in these gatherings is of cases where there were successful results.

I think this should call out some reminiscences. The gate is open for a short while.

Dean Field, how do you make those contacts that have evidently aided in establishing the good life of some of your Tech students?

Dean Field: Dean Moore, and Fellow-Deans: I appreciate very much what Dr. Hubbard has said this morning. I couldn't help but go back in my own life for a great many incidents.

I think possibly the best contact that I have had in Georgia Tech during the past year has been my fraternity contact. The home contact to which reference has been made has been drawn from three or four colleges, the girls at Agnes Scott, the men at Emory, at the Columbia Seminary, and at Georgia Tech. Those home contacts have been wholly personal.

We started in the home with two students who were away from home and who needed some friends. From time to time they wanted to know if they could bring out a friend, some other student that was in need of help. In the heyday of home entertainment when we ran those Sunday groups, the number ranged from fifteen to sixty. That was merely the home contact.

That has passed on for the present, or until our boy enters college in the fall, when he will begin to build up this college group again. I simply speak of that because I suspect you referred to that in your question.

My work at Georgia Tech which has borne most fruit has been along the line which I reported a couple of days ago. I think that has resulted in the cases that you speak of which from time to time have come back to my own ears—the most hopeful, the most encouraging, and the best pay that I get. Now and then I meet those men on the outside, or get letters from them, thanking me for the interest that I have shown in them, in their character and spiritual development.

I think that that counts for more than we realize. Personally, I wouldn't swap it for anything I do. Back of that is a thing which I have realized from year to year was absolutely necessary, and that is a consistent life of our own. If you are going to preach to these students, if you are going to talk to these students, the very best evidence that they can have is a consistent life in your actions. You cannot show partiality; you have to hew to the line every time, and sometimes temper justice with mercy; in fraternity parlance, you have to live up to the creed of the fraternity to which you belong. That is the best kind of a demonstration which you can use in your contact with the students.

President Moore: In the medium sized institution the question is: Just how are you going to make those contacts that will help you to point toward the good life? How do you do it at Washington University, Dean Stephens?

Dean Stephens: Mr. President, may I first express my pleasure in hearing the remarks made by President Hubbard.

I share his views that on the part of not a few of the members of our college faculties there seems to be a spirit that, in its mildest form, is one of indifference as to what characterizes the general values of the students and what, in its more pronounced form, is a bit of endorsement, if you please, of a semi-Bohemian life, of minimizing of a set of values which I believe the majority of men like ourselves take more or less as a matter of course. I think we are not to fail to realize that we face, among other difficulties at the present time, a spirit of indifference toward a good many conventionalities which we think experience has shown to be sound, and to be very valuable. I remember that in a conference that was held a number of years ago a certain prominent national figure was talking about the standards of conduct maintained by young people and he expressed the idea that it was not of very much consequence what was done because one set of values was just about as high as the other.

When we think of the attitude toward life that is held by such people as Mencken, of the American Mercury, it seems to me we are thinking of people who are not without their followers on the campuses of a majority of our institutions, people to whom many things which the word "morals" very aptly applies mean almost nothing. One code is just as good as another, they think.

On our own campus, for example, when certain student escapades occur I find, to my regret, that not infrequently is there a failure to get from a certain element within the faculty that positive attitude of disapproval without which we Deans cannot go very far. I wonder to what extent my own feeling in this regard, namely, that we are rather peculiarly in a situation in which cynicism and skepticism and indifference largely permeate our whole social environment on the campus and off the campus, was shared by others.

Now, referring as best I can to the question that the Chairman asked me, as to how on our campus we try to deal with these things, perhaps the best answer I can make is to say that we try through a variety of ways. Our student body is still, I think, happily not so large as to make it an impossibility to get the personal touch which I firmly believe is the most ideal of all. Through that we endeavor to work upon organizations, such as fraternities and others more or less similar to them, and we hope that through so doing we are able to sow seeds that will lodge in good ground and which will perhaps sprout and develop and eventually bear some fruit of their own.

Of course, in an institution such as Washington University, we have limitations upon the possibilities of our action due to the fact that our students reside in a widely scattered area. We have on our campus I suppose not more than 30 per cent who come from places far away from the campus, who reside in boarding houses; the other 70 per cent residing at home. Where that is the situation it creates certain limitations upon the possibilities of establishing contacts with the student body which would not exist if they resided more definitely on the campus.

President Moore: Thank you, Dean Stephens.

We have on our program for this morning a report by the Chair-

man of our committee on certain projects that were launched as a result of Dean Armstrong's advice two years ago.

Are you ready, Dean Armstrong, to take up the report on these matters of policy?

Dean Armstrong: I am ready to present to the conference, Mr. President, certain things which we have done with the view of getting any suggestions which you may have to offer. I would like to refer this whole matter to the Executive Committee to be reported back at the business session tomorrow morning.

President Moore: We will now hear from Dean Armstrong.

## Report On Projects Following Work of Committee On Policies

*By* JAMES W. ARMSTRONG, Northwestern University

Those of you who attended the conference of the National Association last year at Knoxville will recall that a committee report was submitted to the Association, with certain recommendations. Those recommendations were considered by the Association and, in one form or another, endorsed. Certain projects were definitely allocated, other projects were given in general to the Executive Committee in order that they could develop them and move forward the work in accordance with the situation which they found.

I wish, first, to review the specific aspects of those recommendations last year. I am quite aware of the fact that not all of you were in attendance. One recommendation made was that a study of the pioneering work which had been done by certain outstanding deans should be made. A second recommendation was that we were in bad need of an adequate survey of the work in the United States. We needed to know specifically what institutions were using the Dean of Men, or Dean of Students, or some one in work of that type. We needed to know how this work extended into the high schools. There was certain basic information which we did not possess.

Under the heading of development work a suggestion was made that the National Association itself look into the project of the summer session, a short summer conference covering some of the specific problems which we all meet. That, perhaps, was suggested by the growing number of institutions which are offering such work as a part of their regular curricular program.

A further suggestion was made that the National Association attempt to establish a publication which should be regarded as something of an official organ and medium of expression for the Association.

The matter of contacts with other organizations was also brought forward, not with any specific recommendations but merely that it should be treated as a matter for study. How much we should carry on joint projects or supplementary projects, how much we should work in cooperation with other organizations was discussed. Again the matter of operation and replacement in the work which we are carrying on

was brought up for consideration. In other words, the suggestion was made that there are certain jobs open over the country to Deans of men, and that the National Association should know about them. It was also brought out that some of us in our offices have men who are undergoing the process of training and gaining experience in this work, who have the ambition and desire to secure places of their own throughout the country. This was made a project for the National Association.

The matter of content of these conferences was brought up as an item for our consideration; that there should be a continuity in the things which we are considering; that there should be no needless overlapping in the presentation of topics; and that the things we had done in the past and that we had discussed in the past should be made available to those who do not attend the meetings.

There was also presented the problem of giving to the Deans of Men some adequate bibliography representing the contributions which have been made in matters which pertain to our work. Such a bibliography was lacking.

Finally, as an item for consideration of the conference there was presented the problem of the organization and the direction of the National Association. You will all recall, those of you who were there, that an Executive Committee was formed for the purpose of taking under advisement some of these matters. Certain other things, as I have stated before, were referred to individuals. The problem of working out a record of the work which certain of our deans have done in the last quarter century was given to Mr. Sanders. All of the work embodying fact-finding and information-gathering was given to Dean Gardner, a part of which was presented by him this morning. The work of the national publication was given to me and I will take that up in a short time.

The item of the summer session was considered, and we worked on it for last summer and found that the time intervening between the conferences was too short to present anything in a well organized form. The committee considered this something for a later experiment.

Now I would like to take up in detail the problems confronting the Association in this magazine, "The Counselor." Before I do that, let me present to you some of the viewpoints of the committee in working on these things. The plans were endorsed by our Association last year at Gatlinburg. At the same time, those of us who have been connected with this work have realized that whatever we did in branching out from the previous work of the Association should be taken up with a great deal of care and consideration. In our relationship in the past decades the National Association has had certain characteristics—the informality of our meetings, the personal aspect gained through the informal contact which we have had one with another, the fine morale, the inspiration which has been given to all of us in our work by the men who have blazed the trails upon which our work is based—a heritage which should be most carefully preserved.

The moment you consider the possibility of extending an association to its largest possible size you immediately are involved in a problem

of the characteristics of the meetings themselves. If we make it too large we run into the possibility of making it also mechanical and of killing a lot of free give-and-take which has characterized our past meetings. So whatever we may wish to do we must take up with a great deal of care and consideration.

Another distinct consideration which has operated in our minds has been that a number of projects will ultimately work out better if they materialize rather slowly, if we spend enough time to gather our information in a complete way. Then, again, no one like your present officers and those who have dealt with this organization in the past know the difficulties in dealing with one another on these projects due to the fact that distance separates us and travel budgets are rather meager. Most of the work has to be carried on by conversation and, to a great extent, much of it must be done in individual fashion and reworked when we have opportunity to get together.

With these considerations in mind, I would like to review in brief fashion for your consideration and comment certain aspects of these recommendations. You have already considered Dean Gardner's work so I don't suppose it will be necessary to carry that on any further in the discussion.

This publication, as you see, is Volume I, Number 1. I have had a real initiation of what it means to work with a publication for an organization. Here, gentlemen, is something tangible for you to look at. We have had the idea of producing one. You have in your hands an issue of one. I would like to say several things about it.

In the first place, for those of you who haven't been in contact with what has been done in the past few years in regard to this, let me restate some of the ideas in the committee's mind in presenting a publication to the Association. This meeting itself is an indication that even with the best of hopes, some of us can not be in contact with our Association every year. This National Association swings from the west coast to the east coast and to the south and north, and always in the process of that swing we leave out certain deans who can't quite argue their presidents into this expenditure. Furthermore, you have here in the setup of the deans' work over the country really one big association and two affiliated associations, namely, your west coast association and your eastern association, and the National Association. This publication represents a contact for every one. It is a medium through which the work can be presented to every one. Also, the publication offers a little bit of information and the possibility for a bit of encouragement to those who cannot be present at our meetings. Again, there are certain matters which can best be presented through the medium of a publication rather than at an annual meeting. An example of that is keeping up on the publications and works that are produced, and certain technical articles which are not too well digested by oral presentation. And one of the characteristics of our meetings in the past has been that we always like to have topics presented that could be presented and listened to with a certain amount of ease. Your publication offers also this possibility: It is a medium for bringing to those who are unacquainted with our



work information concerning what we are doing, have done and hope to do. I could go on for some time on that matter but I don't feel it is necessary.

The question arises, how shall this thing be financed? That is no small question. By dint of a great deal of effort on the part of Dean Rollins we got this present issue published by the Banta Publishing Company, the same organization which publishes Bantas Greek Exchange and many of the fraternity and sorority magazines. The cost of this publication ran around \$150.00, I believe. We sold several advertisements. Bantas Greek Exchange also came in with a project of giving us, or crediting us, with 50c for each subscription the Deans make to Bantas Greek Exchange. I take it most of you already take that magazine. After this, when you renew your subscriptions, if you will kindly mention the fact that you desire the National Association to get credit for the 50c, it will be a help. There are many little things of that type that offer revenue. We haven't any more than scratched the surface on that project. We will have no trouble financing the publication; that is, just previous to our national meetings, because there will be advertisements that can be secured quite readily.

Just how many pages, or how many issues to publish during the year depends entirely upon the financial consideration. That, of course, does not include the item of salary to those who labor in the vineyard of the Lord. I have a younger brother who is an experienced man in publication work, and his services were available for this magazine. He even stayed in town a week and a half working on the layout that you have here. We have been soliciting good cheap help all the way through, and I think we can generally get it.

Now, as to the specific problem. A lot depends upon how much the Association feels that it can allocate to this project. I present the whole problem to the Association with the idea that the Executive Committee shall work on the aspect of financing this publication and carrying it on and present something in the form of a definite motion to the meeting tomorrow.

I wish to report that I have a graduate in my office who last year completely indexed the past minutes of the Association, based upon topics first, and another index based upon speakers. I intend to recommend to the Association, Mr. President, that these indices be incorporated into the minutes so that the minutes of the fourteenth annual conference will bear a complete index for everything that has transpired. I feel that that will be of some service to the Association.

Dean Gardner has had some work going on which I would like to have him report to the conference.

Dean Gardner: I would like to say that when the questionnaire went out we asked everybody to note any articles or books which they thought valuable. A lot of people must have been bashful or something, but we do have quite a number of titles. It was interesting to see the many articles which all of us have produced, and that list is now in the course of preparation and will soon be available.

President Moore: I think we will not take occasion to discuss this inasmuch as it comes up for final settlement tomorrow morning.

I think we had better adjourn now.

(Here followed convention announcements.)

Whereupon the convention recessed at 11:30 a.m.

### WEDNESDAY NOON

July 27, 1932

Following the Wednesday morning session at the University of California at Los Angeles, the National Association of Deans and Advisers of Men were guests of the Faculty Club of the University of Southern California for luncheon.

After the luncheon, Edwin D. Starbuck, of the faculty of the University of Southern California, presented Dr. Rufus von Klein Smid, President of the University of Southern California, who addressed the assemblage as follows:

### Address

*By* DR. RUFUS B. VON KLEIN SMID, President,  
University of Southern California

Mr. Chairman, Ladies and Gentlemen, and Good Friends:

The good doctor has suggested that this might be the opportunity for a word of welcome, which I think you probably have heard from one officer or another connected with your particular line of work since coming into the southwest. I should take it amiss, however, that any representative of the university, or other citizen of southern California, had overlooked a basic duty if he hadn't spent some time in telling you something about the wonders of the country in which you have come.

There is forced upon us, in southern California, a type of modesty which I think some people take for boastfulness. We do not boast when we speak of southern California, and lest we might be thought to boast we scarcely speak of it at all. We are so grateful for it, on the other hand, for all that it means to us, of beautiful climate, of tasty fruits, or fragrant flowers, of lovely coastline, of hazy mountains, of charming people, that to say nothing about it would simply mean that we were ungrateful. So hereafter please set it down to the fact that we want to be only reasonably decent in our expression of gratitude when we tell you how much we like southern California.

You have brought us a rare opportunity to entertain on the campus of the University of Southern California a group of such effective and distinguished workers. It is a rare privilege indeed, and we are very, very happy for it.

I am told that many of you men need to go to other duties at 1:30, and it is now 1:25, so in order to say all of the things that I should like to say I shall have to speak backwards very, very rapidly and compress the address of some twenty-five minutes into one-fifth of that time.

Dr. Starbuck has said that yours is a real job and that yours is a real privilege. In fact, today it is a distinct opportunity.

We have been told that there have been other eras that bear all of the earmarks of the present era. "It is too bad," the colored woman said, "that we have so much hard times in the middle of the depression." And the depression and hard times probably have come together before, but not in your experience and not in mine. Some of us lived through 1907, some of us lived through 1914, through 1923, but we cannot recall anything like the strenuous situations, the trying conditions, which we are surrounded by at the present time.

I cannot help thinking, as in the wee small hours we attempt to analyze present situations, that we are not entirely blameless. It doesn't do any good to blame other folk. It is when we begin to blame ourselves that there is something salutary in this particular exercise, and the salutary thing in it, I am inclined to believe, grows out of the fact that we have been led to see that we have tolerated a situation among ourselves, probably encouraged a situation to grow up on the various campuses of the United States of America from which we should have had leadership. We need not have tolerated this situation, or have encouraged it.

What do I mean? In cutting sharply across that which I would like to say today, you will remember that some time ago we became more or less Menkenized, and inclined to make fun of everything that was American. That was the popular thing. It smacked of a certain recognition of superiority. To be anything like proud of what we had achieved in the United States of America in the way of civilization was to show ourselves entirely ignorant of the achievements of other nations of the world in the matter of civilization. That attitude of superiority, sophomoric in character, which comes along about eighteen or nineteen years of age and which you Deans of Men first recognize as a normal expression of adolescence—to be too proud of the things that we have achieved simply means that we have not analyzed the situation for if we have grown to be eighteen or nineteen years of age certainly we must see that the present civilization is all wrong and it is our particular duty to tear it all to pieces and, if we care to, build something up out of the remains.

That flowed in a muddy stream down through practically all of our periodical literature. There comes to my desk month after month the various magazines expressive of the fraternity organizations in the United States of America. I have been amazed at the uniform tone expressed by so many of these magazines that could have been printed and published between green covers just as well as not. They just said over and over again the things that some of our neo-progressive magazines have attempted to say, to pass in review our institutions. To seek opportunities to better understand them and, therefore, to improve them is, of course, a rational thing to do, but to be ashamed of things American, to be ashamed of our Babbitts, to be ashamed of our Main Streets, just isn't of the character of the genuis of the United States of America. And yet that has been, and is today, I am sure you will agree

with me, rather a general expression of life upon a great many of our campuses. I am wondering, after all, whether it has led the world to believe that from our campuses can come nothing that is good, wholesome,, fine, noble, pure and inspiring. One hundred thousand men and women flowed out on the highways of the world from commencement platforms this last June. A year ago a hundred thousand did the same thing; the year before that ninety-five thousand, the year before that ninety thousand. What has become of the influence which you and I, through the institutions of our country, put into effective motion in the affairs of men? That is our first concern.

Go back ten years ago, there were plenty of them graduating; there were plenty of them graduating twenty years ago, and we still have a Bill Thompson mayor of Chicago. I don't know him; I merely know what people say about him and what the records seem to have shown concerning him. Where was that fine outstanding soldier of the real idealism expressed on American college campuses when the citizenship of that great metropolis chose that particular mayor?

I know Jimmie Walker. I am merely using him for illustration. I saw a man this morning who is reported to be an officer in Tammany. He didn't look at all to me as I always thought Tammany was, with striped body and long lashing tail, and bewhiskered face, loud and mean—not at all. I may be wrong even in the selection of my illustration. But if any of these things are possible of the truth that they say about the mayor (let him be nameless) of the city of New York, then where have been the tens and hundreds of thousands of men and women who have been pouring out into life from our own colleges and universities when, instead of themselves being the mayors of these cities, they allow other folk to do so, or instead of bending themselves to see that the right folk are elected, they sit back and make fun of the faulty activities of folk who should either have been led by them or whose influence should have been made of no effect if that influence were expressed in the wrong direction?

What I am saying is that you have to turn out of the campuses of the United States of America men and women who are proud of their institutions and who will devote themselves to the perpetuity of the institutions of this great democracy and not be satisfied to sit back and criticise and make fun of them.

I am inclined to think, too, that our views expressed upon our campuses—and you are not to blame—and the horizon they have is a narrow horizon, the horizon of a vocation, or the horizon of a profession, or the horizon of a local business, when, after all, the thing that it might have been was the ever receding horizon of life—life in the full, life in the abundant. Nobody is going to be satisfied in the years to come with a life which he has known in Los Angeles, beautiful and lovely as that is, in Kansas City, in Austin, Texas, in Chicago, or in New Orleans. Life for us is that which pours over boundries in every direction. Release that power! But, as Dr. Starbuck has said, you cannot release power and confine it at the same time.

The world is going to be the state of action for these young men

and women in the future. You cannot live in an era of this sort, you cannot live in this day, without learning new things. It was said, in "Alice In Wonderland," that she was required to learn six impossible things before breakfast. Why, Alice was a mere piker! We have to learn 300 new things every hour. Five inventions a minute is the rate of life in the United States of America. The mind has no restraint in its thinking. But a mind that has not learned orderly thinking, when it is released for broader and finer and fuller conceptions, is a mind that isn't going to fit into tomorrow at all. A mind that is bounded by the great oceans of the United States, the Great Lakes and the Gulf of Mexico is a mind that is going to be all too small for life tomorrow. The tolerances of the hour, the achievement of other folk, as they inspire in us respect, honor and confidence—these are the things which must be the concern, as I see it, of the Deans of Men.

In the early days, in that narrower curriculum, they did achieve a more ordered program. That program today, in a different way, of course, is still to be followed: the belief that life is good, that life is sweet, that life is worthy, that life is worth living. That is your task and that is mine.

A finer group of men in all the land cannot be found than those who are guiding the steps of the youth in our colleges and universities. There never was a time, in spite of this silly criticism—immature, lacking understanding, sophomoric that it is, that is occupying the minds of so many folk in the United States—when there was a finer youth to deal with. Inspire him to think far, to think deeply and to long with yearning to make his contribution, that the civilization which may offer points for criticism—this civilization—may be finer, sweeter, nobler and in all ways grander than it otherwise could have been had he not lived to make his contribution.

## SIXTH SESSION

Thursday Morning, July 28, 1932.

President V. I. Moore Presiding

Meeting Called to Order at 9:10 a.m.

Dean Field (Chairman pro tem): The meeting will please come to order.

We will begin with Dean Zumbrunnen's paper entitled "Modern Trends In Inter-Collegiate Athletics."

### Modern Trends in College Athletics

By A. C. ZUMBRUNNEN, Southern Methodist University

Mr. Chairman and Fellow Deans:

When I received an invitation from the president of our organization to prepare a paper for this occasion on "Modern Trends in College Athletics," I wrote him that I would accept it gladly because it was a subject of vital importance, that there was need of enlightenment concerning it, that I was well qualified to write on it because I knew absolutely nothing about it, and that at least some good would come from it since my own benighted mind would be illuminated as a result of the necessary study to prepare this paper. Parenthetically, I am quite of the opinion that I am not alone in the latter respect, i.e., the benighted mind.

One day on the way to the golf course, I mentioned that I had been working on a paper for this conference to a distinguished member of our faculty. He manifested interest by asking what the subject was. I told him it was "Modern Trends in College Athletics," and that I knew nothing about the subject. He said, "Well, that's an interesting subject and I am sure you will give them a valuable paper because you will approach it without any prejudice." That night I told my wife rather boastfully what my friend had said, whereupon she remarked, "Well, I never did have much respect for that man's opinion, anyway."

To prepare a paper on "Modern Trends in College Athletics" is a large order. The subject includes such divisions as the effect upon curricular activities, ethical and moral effects on students, the number of games, intersectional games, over-emphasis, publicity, recruiting, professionalism, spectatoritis, gambling, racketeering, the place of the coach and his salary, control and administration, etc., etc. There are many factors involved in each of these divisions. To consider them fully would be impossible in the time allotted for this paper. Indeed, any one of them could not be fully presented in that time. Only the following will be briefly considered, and in this order:

- (a) the value of athletics as an educational factor,
- (b) trends respecting college football,
- (c) the trend toward general participation,
- (d) progress has been made,
- (e) relation of deans of men to college athletics.

### The Value of Athletics As An Educational Factor

One of the most marked trends respecting college athletics is the careful scrutiny being given them as to their place in the college. They have assumed larger proportions financially, the income for one institution, Yale University, in 1927-1928 was \$1,119,000, net profits of \$348,500, the latter representing a 6% income on \$5,810,000. Great stadia, with their enormous seating capacity, Yale 74,000, Stanford 88,000, and costing vast sums such as \$1,700,000 at the University of Illinois, witness that the question simply will not down as to the justification of the expense involved. There have been frequent questionings if athletics did not interfere with scholarship; if certain forms, at least, were not detrimental to the health of students; if there were not certain highly unethical and immoral practices such as graft, gambling, racketeering, subsidizing and proselyting, connected with them that negated all that the colleges were attempting to do to instill high ethical and moral principles in students; that if they really were of any genuine value in training for good citizenship and abundant living or if their results were not on the opposite side of the ledger? President William Mather Lewis of Lafayette College states the trend in this respect when he says:

"Everywhere we see progressive colleges and universities changing front to meet the needs of a new day. Thus the college administrator and his colleagues, if they are to measure up to the situation, must study the evolution of education in all its various phases; observing critically the success of past efforts, applying themselves with intelligence to the present task, and anticipating, with all the wisdom they can summon, the possibilities which the future holds. And this method of coping with the situation applies to the Department of Athletics in a given institution as much as to any other department. Nowhere else is it more important to decipher the handwriting on the wall."

The most outstanding effort to discover the educational value of college athletics was the study made by the Carnegie Foundation, the report of which is contained in Bulletins Twenty-three and Twenty-four of the Foundation, issued in 1929. The report created not only a tempest in a teapot, but a veritable typhoon on the college sea of athletics. It was variously received, some praising it extravagantly, others condemning it in no uncertain terms. That study has been followed by a flood of articles in newspapers and magazines, by other investigations and conferences on the problems of college athletics. Great good has come from it. It contains a vast amount of material of incalculable value, giving 1,000 references and summaries of most worthwhile addresses, articles and books on college athletics, and should be carefully studied by anyone who is interested in the subject.

The general trend of opinion as to the place or value of athletics in college is quite well set forth in the four following quotations:

"In any true sense college sport in its present organized form has no warrant for existence save as it agrees with and supplements the educational purposes of the college. All straight thinking about it must start at this point. Properly administered, there is nothing in college sport that is hostile to the educational purposes of the college. Properly

adminisered, it may in many ways supplement those purposes."—*Problems and Procedure in Intercollegiate Sport, 25th Annual Convention, National Collegiate Athletic Association, Dec. 31, 1930.*

"I believe that the chief aim of college athletics should be the physical and moral improvement of the entire group . . . We must believe in all sincerity. . . . that physical education, including competitive sports, is an essential part of the obligation of the college, and in no sense a mere excrescence, to be confined to the casual outside or the transient apprentice. We must recognize that it stands in the closest possible relation to moral education, which we often pronounce one of the prime duties of the college, if not, indeed, the very first. We must believe unreservedly in sports for the whole college community, and competitive group sports as far as possible. We must believe that our great task is to secure and perpetuate right habits of living that will contribute to physical vigor, steady nerves, and long life. We must recognize the incomparable healing that is in the life of the open air; and particularly, we must recognize that bona-fide recreation, sheer, preoccupying fun, is an essential feature of the best regime."—*James Rowland Angell, President of Yale University.*

"So many of the truly fine and beautiful things in the life of young men are embodied in their athletic games . . . that no thoughtful person can regard the fate of college sports with anything but acute solicitude, lest they should in any measure fail of their great human opportunity to help in building a finer, stronger, happier race of intelligent and cultivated men, fit to be the leaders of their kind and the fathers of a nobler generation to come."—*Problems and Procedure in Inter-collegiate Sport, 25th Annual Convention, National Association, Dec. 31, 1930.*

"The American College does not need *less* athletics but *more*; more from the standpoint of general participation, of high sportsmanship, of real courage. And she needs this because the future welfare of our nation rests so largely on her use of leisure time and on her wise and sympathetic handling of international affairs."—*President William Mather Lewis of Lafayette College in the Journal of Health and Physical Education, December, 1931.*

#### Trends Respecting College Football

Football is unquestionably the major and most important college athletic sport today. No other compares with it in popularity, attendance, gate receipts and publicity. All these have increased by leaps and bounds during the last quarter-century. During the last ten years, twenty stadia with a seating capacity averaging 50,000 were built. Attendance at games runs into almost unbelievable numbers as the following quotation from the *Athletic Journal* of December 31, 1931, will show:

"According to the newspaper accounts, 36,000 people saw the Tulane-Georgia game, 58,000 the Harvard-Dartmouth game, 63,000 the New York University-Georgia game, 70,000 the Michigan-Ohio game at Ann Arbor, 100,000 the U. S. C.-Stanford game and approximately the same number the California-Stanford game."



Gate receipts are astounding. In the 1927-28 season they were \$457,000 at the University of California, \$429,000 at Harvard, \$93,000 at Southern Methodist University. The Northwestern-Notre Dame game on October 10, 1931, drew a \$250,000 crowd at Soldier Field in Chicago. In many instances the receipts from this sport finance all other athletics and in addition turn over a considerable sum to the institution to be used for other purposes. It is said that football gets ten times as much publicity in the daily press as all the other activities of the colleges and universities combined.

These conditions have brought about some very serious problems. Some one has said that 95% of all the problems of college athletics center in football. Moreover, it has raised many serious problems in respect to other phases of college life. College and university administrators are much concerned about it. Some institutions are much better known, if not entirely so, on account of their football team than for any other reason. The football coaches of certain institutions are nationally known by the masses while their presidents and members of the faculty are known only by the select few. Grave charges are being made that this sport is being overdone, that many evils have crept in in connection with it such as subsidizing, proselyting, gambling, and even racketeering. Incidentally, a very interesting story in the December, 1931 number of the *American Mercury*, "Rackety-Rax," has its basis on the last subject. It is said by some that it is threatening the very purpose for which our colleges and universities have been founded. So the question will not down as to what the place of this sport is and what it should be in our institutions of higher learning or even in our whole educational system.

What the thoughts are that are running in the minds of many reflective men today in this respect is pretty well set forth in the following statement made by Dr. Chas. W. Kennedy, President of Princeton University, in his address at the 25th Annual Convention of the National Athletic Association, December 31, 1930:

"A fear has developed lest competition in football may be taking on some of the features of what modern phraseology chooses to term a 'racket.' Articles have appeared in newspapers and periodicals dealing with certain phrases of football competition and referring to football 'racketeering colleges.' Long football schedules, training periods which in some instances begin in the summer months, transcontinental journeys for the sole purpose of staging a football game, the scheduling of games between institutions drawn together solely by a desire to match the proficiencies of their respective teams, a growing conviction that the coach has too large a part in the development of the sport and the undergraduate too small a part, a fear that the amounts of money involved in such competition must ultimately prove detrimental to the true purposes of college sport if this has not in some degree already happened."

In preparation for this paper, I wrote to, among others, Dr. E. K. Hall, Chairman of the American Intercollegiate Football Rules Committee, asking him for a brief statement of this views respecting "Modern Trends in College Athletics." I received his reply after I had begun

writing this paper. In addition to making a brief general statement in his letter, he enclosed a copy of his report to the above committee on December 31, 1931. It is such a fine statement of the case of football in colleges and universities that I beg leave to quote from it somewhat at length:

#### GAME RETURNING TO ITS PROPER PLACE

"The feature of the season which is most encouraging to friends of the game is the wholesome change in attitude in many quarters as to the proper place of the game in the academic program. During the past twenty years, as the game has gradually been opened up and its strategy broadened, the popularity of the game both with the boys and with the onlookers increased by leaps and bounds. As the popularity of the game increased, quite naturally the publicity concerning it increased both in the college and in the public press.

"For many graduates, football became their one connecting link with their Alma Mater. They assumed that if the football team came thru the season unbeaten, the affairs of the old college were being administered successfully and they had little or no concern as to what kind of graduates were being turned out so long as winning football teams were forthcoming.

"With the example of the old grads before them, the perspective of the undergraduates gradually got out of focus and to many of them football and the success of the varsity team became a matter of prime and consuming interest. The purposes for which they presumably came to college too often became a distinctly secondary and even irritating feature of college life.

"In rarer instances the perspective of even the college administrators themselves went wrong. They read with apparently envious eyes the glowing publicity enjoyed (?) by other institutions whose football teams were coming thru the season undefeated and who having beaten all their natural rivals were looking for and traveling far afield to meet foemen worthy of their steel. Entirely forgetting that football is really only a sport for the boys, some of these authorities either proceeded to make football a part of the business of the college or to look the other way while others proceeded to do it for them. An undefeated football team brings much publicity. Much publicity might help. It might be an Aladdin's lamp that would quickly bring the prestige which years of mediocre academic effort had failed to produce.

"And so, gradually and insidiously, things seemed to get all out of proportion and the good name of this fine outdoor sport was becoming tarnished. And all through no fault of its own. The issues were clouded. The facts were not all out on the table. The game itself and the abuses of the game were becoming confused, and the game was the sufferer.

#### A RETURN TO SANITY

"But now the friends of the game are rejoicing that the past season has shown a very definite trend toward a return to sanity. There is sound justification for the hope that the day is steadily and rapidly approaching when the school or college which makes football a business instead of a sport will soon have great difficulty in finding suitable

opponents—there will be hardly enough of them left to provide suitable playing schedule for each other.

#### FOOTBALL AS A COLLEGE SPORT

"Football as a college sport means providing opportunity for every lad who wishes to play the game and then picking out the best of the lot and arranging contests with their natural rivals. If it is to be sport at its best, the team so selected should be given every reasonable opportunity to learn the finer technique and strategy of the game. The boys themselves will naturally acquire the traditional spirit of the game which is 'play to win with every ounce you have.' If they win, fine! They earned the thrill that comes from any worth while accomplishment and they have earned the felicitations and congratulations of their associates. If they meet a better team and lose, having done their best to win, what of it? This is an experience which they will be continually meeting in after-life and one of the outstanding values of all sport is the tutelage it affords for meeting disappointment and defeat and learning to take them standing up.

#### FOOTBALL AS COLLEGE BUSINESS

Football when made part of the business of the college, however, becomes an entirely different thing. The business is that of winning games, and immediately it takes on the objective of winning all the games. This is a dangerous objective. No matter how well a team is coached and trained, it is hardly to be expected that every year an adequate supply of super-players will appear as candidates for the team, a supply that will assure a team which can win against all comers. This is the dream of every coach during the summer, but it seldom comes true in the fall. Now comes the temptation. In order to make sure that we have plenty of good material, preferably super-material, let's import some. In a college where the status of the game is definitely and honestly fixed as simply one of the college sports, this temptation, if it arises, is easily brushed aside. It would be the worse kind of sportsmanship to surreptitiously import Hessians to represent the college in a contest with some rival institution whose team is made up of lads who have come to college for college purposes and are only incidentally football players.

#### PROSELYTING PLAYERS

"The temptation to import players, however, when it comes to a college the administration of which has permitted football and the business of winning games to become directly or indirectly a part of the program of the college naturally meets a very different reception. It is accepted games. The next step is to look about in the schools of the winning games. The next step is to look about in the schools of the byways for the material. Then follows the proselyting and the subsidizing which is the curse from which football has too often been made to suffer and which in a few isolated instances has so unjustly brought the game itself into sad disrepute. The friends of the game have much cause for congratulation that perspective, sanity, and honesty are coming back. They are on the way. It is a wholesome thing for football and all college sport. A reasonable amount of discriminating and fearless ostracism will hasten the day."

An article in the *Literary Digest* of June 11, 1932, under the caption, "Yale Goes Out of the Football Show Business," is not only quite interesting, but worthy of note since it shows that some changes are actually taking place in the field of football and that certain tendencies show evidences of becoming realities and probably in the not far distant future, general practices. When such a great and influential institution as Yale University leads in a reform, it is highly probable other institutions will follow its example. The article, among other statements contained the following significant ones:

"Yale is shooting more holes in the football that was puffed up to the size of a Zeppelin."

"The air is coming out. Soon, we are assured, this football will be deflated. It will be reduced to its proper size, and will no longer resemble the dirigible *Akron*."

"President Angell announces . . . . athletics in general are to be supported out of the endowment. The varsity football schedule, beginning probably with 1934, will be cut to five games."

A recent editorial in the *New York Times* makes the statement that the new system at Yale seemingly "omitted none of the principal changes which for years have been regarded as desirable but unattainable," and outlines the plans as follows:

"The season itself is shortened by prohibiting organized spring practice for the fall sports and fall practice for the spring sports."

"The professional coach is abolished. With him goes the elaborate and costly apparatus of exclusive training tables and other inflated operating costs."

"Free admission to all games for the undergraduate body is prescribed. The size of the training squads is cut down. Obviously, this is an earnest and courageous attempt to take college athletics out of the show business."

The action by Yale is generally hailed as a move in the right direction. The *Literary Digest* says, in the above-mentioned article, that the presidents and college heads in general approve it, but that certain amount of dissatisfaction respecting it is found on the part of stellar football players and coaches.

In concluding the special consideration of football, I wish to quote again from the address of President Kennedy of Princeton on December 31, 1930, to the 25th Annual Convention of the National Collegiate Athletic Association. His statement summarizes the present tendencies that many others suggest and that are actually being put into operation in certain instances:

"So definite has been the increase in this critical point of view throughout the past year as to make it clear that those who believe in the essential value of college sports must sincerely and painstakingly devote themselves to a scrutiny and assessment of the present situation and the formulation of conservative and constructive policies of reform to free college football of undesirable elements that threaten the life of the game. Football, in itself a fine and worthy game, is being endangered by foolish friends. It must be rescued by intelligent friends."

"To all friends of football who properly believe in the potential values inherent in that fine game, I would recommend, so soon as existing scheduled arrangements permit, the most careful consideration of the following principles for application in the scheduling of inter-collegiate football games:

1. A reduction in the length of football schedules to not more than five or six games.
2. The scheduling of these games (and with the diminished number this would be possible) so that the first game shall be played sufficiently after the opening of college not to require the beginning of football training in August or early September.
3. The scheduling of these games as far as possible with institutions of similar standards, ideals, and educational purposes.
4. The scheduling of these games with institutions with which there exists a natural, friendly, and often traditional basis of rivalry.
5. The scheduling of these games as far as possible with institutions of similar size and geographical propinquity.
6. The scheduling of these games to be played on home grounds in an atmosphere of friendship and hospitality.
7. The scheduling of all intercollegiate games with recognition that sports exist for the undergraduates, and that their desires and point of view should receive adequate and effective representation in all athletic councils.
8. The elimination of spring football practice."

#### The Trend Toward General Participation

There is a very marked trend in our colleges toward intra-mural athletics. The developments in that direction in the last few years have been so great that they are attracting wide attention. They are even affecting adversely the attendance of inter-college or conference games. This movement has grown out of the natural desire to play. Football offers opportunity to only a small per cent of the students to participate. Spectatoritis on the part of students is giving way to almost general participation in some form of athletic sport. Students have largely taken the initiative in this respect, but it is now receiving considerable administrative support in some institutions. In some instances intra-mural activities are a regular and vital part of the physical education program and under the direction of the physical education staff. The trend in that direction is well illustrated at Syracuse and Southern Methodist Universities.

There are two outstanding causes for this development and trend. In the first place, as it has been pointed out elsewhere, the primary purpose of the college is to train the student for abundant living—physically, mentally, morally, and spiritually. It is now a well recognized fact that one of the most valuable factors for the accomplishment of that objective is physical training in the form of athletic sports.

The second factor that I want to call attention to in this connection is the ever-increasing amount of leisure time of our people. The working day and working week of the American citizen, is constantly contracting and the leisure time period proportionately expanding. The future wel-

fare of the nation depends very largely upon how its citizens spend their leisure time. It is during this time that ideals, attitudes, character and emotions are formed and find expression. As these are, so will our citizens and nation be. Our colleges have a duty to train students to use this time so it will be profitable and valuable. Realizing this responsibility and opportunity, colleges are fostering those forms of athletics and recreation that can be followed in the after-college days. So many of them now are providing for training in swimming, bowling, tennis, golf, etc.

The growth of golf, probably better than any other sport, illustrates the rapidly growing participation in athletic sports by our citizens. In the *Literary Digest* of March 5, 1932, the following statements are made:

"A conservative estimate places the number of active golfers in this country at 2,072,614" and that "93,519,400 rounds of golf were played in 1931." "Golf's total labor bill will be above \$100,000,000" and "the annual income from private clubs for 1931 is placed at \$161,411,130.00."

Time does not permit any consideration of developments in other forms of sports which are becoming popular and participated in by ever-increasing numbers of our citizens.

I wish to conclude this topic with a quotation from President Lewis' address from which I have quoted before. It is quite to the point and I am pleased to say there is a strong tendency in the direction suggested by it:

"Tennis, golf, swimming, fencing, if properly mastered in college, will be sources of enjoyment for many years after undergraduate days are over. It would appear to be the part of educational efficiency then for a college to elevate some of these minor sports to a place of major importance and to give every student an opportunity to go out and become expert in some game that he will continue to play for many years."

#### Progress Has Been Made

What, then, may we say respecting the trend of college athletics? Are they getting better or worse? Is the trend constructive? What is the outlook? I think the answer to these questions has become evident from the foregoing. Personally, from both individual experience with college athletics and from this study, I am convinced that there is no ground for pessimism, but rather for radiant optimism. In addition, I wish to present the opinions of three distinguished educators who are eminently qualified to speak with authority and whose opinions are worthy of consideration and acceptance.

In Chairman Hall's letter to me of April 14, 1932, he says:

"It is our habit as Americans to overdo almost anything we undertake or get interested in and in many respects we have, I think, gone too far in intercollegiate athletics and several abuses have crept in. As I see the situation, however, these are mostly all in the process of correction and I believe that intercollegiate athletics are on the way to their proper place in college life. They have, in my judgment, an immense value."

President Lewis of Lafayette College in the December, 1931, issue of the *Journal of Health and Physical Education*, says:

"Certain abuses have crept into our athletic system as they creep

into every human endeavor. These, however, are receiving increasingly keen attention as time goes on. I believe that the ethical standards of college sport are becoming constantly better, that dirty play and professionalism and double dealing are less and less evident, that good sportsmanship is gaining ground."

Finally, President James R. Angell of Yale says:

"What we may hope to accomplish by slow and patient effort is the progressive clarification of the enduring aims of athletics and a continuous improvement in the standards under which they are conducted. Even the most disheartened and cynical pessimist must recognize that real and tangible progress has been made in all these respects in recent years."

#### **The Relationship of Deans of Men To College Athletics**

It is evident from the foregoing that athletics is an important factor in college life. The question naturally arises as to what our relationship should be to it. I do not recall that the subject has ever been on the program of either our state or national association conferences. I do not remember ever having heard it mentioned at either of them except on one occasion and then only in a casual way. The suggestion was made that the subject was heavily loaded with dynamite and it was the part of wisdom for us to have nothing to do with it, a sort of an ostrich hiding his head in the sand position.

I was of the opinion at the time that such an attitude was wrong, and since then I have had not only a growing conviction that it is unwise but untenable if we are to fulfill our mission and our duty. As deans and advisers of men we must be interested in anything and everything that in any way affects the lives of the students on our campuses and athletics certainly does that very thing. If a phase of college life is valuable and helpful to our students, we must seek to foster it. If it is harmful and bad, we must seek to eliminate it. So we must be interested in the athletic activities on our campuses and do everything we can to make them a valuable factor in the lives of our students while they are in college and after they have left it.

In conclusion, I wish to make a few brief suggestions as to how we may do our duty in the above respect. In the first place, if we are not well informed respecting college athletics, we should become so at whatever cost of time or energy. This is necessary if we are to function effectively. In the second place, we should seek to co-operate with every agency and person directly connected with the athletic activities on our campuses. Conferences should be held with the administrative officers, the faculty athletic committee if there be one, with the coaches, with members of the faculty in certain instances respecting the work of the student participants, with the students on the several teams and especially with the leaders and most influential men, yes, and even with the yell leaders and the leader of the band. The last two are sometimes very important factors in creating the right attitude, spirit and morale not only among the players but also among the students as a whole. Great tact is necessary. Conviction, courage and good sense must not be wanting. These elements are quickly recognized by students. A dean of

men must be absolutely on the level, a square shooter, a good sportsman. If he is, his efforts in the field of college athletics will be appreciated by all concerned and he will make a contribution to his campus of no small value.

Dean Field: Before this matter is opened for discussion, I am going to ask Dean Moore to take the Chair again.

President Moore: Is there any discussion?

Dean Carlson: I was very much interested in the comments of Dean Zumbrunnen on the relationship which should exist between the Dean of Men and the athletic department. I happen to have the responsibility of director of our physical education department. When I tried to assume the duties of Dean of Men I was very much worried. After trying to do both jobs for two years, I find that they are very closely related. I find my duties as Dean of Men are very largely of the same personal relationship that they are as coach of the baseball team, or as a member of the athletic department.

I have been amazed by the fact that considerable ignorance is shown at the faculty meetings of our university by some men toward our extra curricular activities. I feel that one of the best which I can do at my institution is to get the cooperation of other men on the faculty with regard to solving the social and physical problems of our men.

There are a handful of faculty men at our school who are actively interested in the social and extra curricular activities of college life; the rest of the faculty are almost entirely concerned with their particular academic subjects. This of course is natural and proper, but I often wonder if any of us realize fully the importance of a well balanced and wisely administered extra-curricular program.

Dean Sanders: Will you ask the conference how many deans of men are connected with athletic boards or boards of control?

President Moore: All those present who are connected with the athletic board hold up your hands. (7 responded.)

Dean Stephens: I don't want to appear to offer a contradictory view to that offered by Dean Zumbrunnen, regarding the present status of athletics and the probable trend of athletics, but I am, in frankness, obliged to say that my own understanding of the present situation in general causes me to carry a less optimistic outlook than he seems to. It is not to be forgotten that quite a little which he presented was seen to come as evidence only a few months ago. It remains to be seen, I think, what the future of football at Yale will be. I don't forget that Columbia, some twenty years ago as I recall, abandoned football, and evidently did so with the expectation that it would be a total and final abandonment, but circumstances arose at that institution which caused football to be developed again.

I cannot avoid the feeling that there are such deep seated conditions at so many institutions, conditions largely financial, that it is almost impossible to do away with the abuses of football. Consider the stadia we have now, seating scores of thousands. They are going to support themselves financially only in the interest that fills them can be main-



tained, year after year, and that can only be done through having successful football.

There is another part of our situation—the American desire to win. It isn't sufficient to achieve worthy recognition in a game, but it is necessary to win. Football is the breadbasket of athletics in many institutions, there is no doubt about it at all.

These are more or less random considerations, gentlemen, but considerations at any rate which I happen to carry in mind fairly positively and which, all in all, require me to say that with respect to the outlook—I am from Missouri. (Laughter)

Dean Cole: First, I want to thank Dean Zumbrunnen for that fine paper. He shows ability for getting at facts. He has put a good deal of work on it apparently.

In considering athletics at Redlands with the head coach, it struck both of us that athletics could be used not only for developing the physical man, but also to do the things that we are not doing in the classrooms, training such characteristics as courage, fair play, overcoming of jealousy, and that sort of thing.

With this in mind I wrote to the Columbia University to see if they had any tests that we might start with, to see if athletics had done anything in the way of developing the traits that we were trying to develop. They answered that they had nothing along that line at all.

I just want to bring this before you for consideration. Can we do anything with athletics along that line? I am very much interested in the question.

Dean King: There is one suggestion that I want to make with regard to the control of athletics which grows out of my experience before I became a Dean of Men, because I am just a prospective Dean, not having had that happy experience that you all have had.

I have been rather intimately connected with the athletic management in one college, and since coming to the University of Southern California, I had occasion to make a rather careful study of the whole athletic setup at U. S. C., because of certain reasons that I need not explain. I did not much believe in the value of football after I finished college, but certain experiences in the management of athletics have now given me the opinion that football can be constructively managed for the real values in which we are all interested. I have come to think that a university like U. C. L. A. or U. S. C. has a perfectly legitimate and moral right to capitalize the interest in football, even for the income that they get from it.

Of course, that right and that capitalization means that they are at once faced with a great many possibilities for vicious commercialization. However, I believe that the proper way to avoid that is to keep athletics in the control of the faculty. As far as I know where there have been very bad athletic situations—and I have been rather intimately in touch with one or two—it has been due to the fact that the athletics were outside the control of the faculty men. In one institution they were controlled by an athletic board created by alumni men. They had power to raise money and spend money without the advice or consent of the

board of trustees or the president of the institution. That resulted in a very bad situation.

It seems to me that the key to the situation is to keep the control of your athletics entirely in the hands of the faculty all the time.

President Moore: I think we will have to bring this discussion to a close, important as it is.

It is now my very great pleasure to present to you our guest from the University of California. We were not quite certain for a time whether Dean Putnam would be here with us but he is here and we are delighted to have him with us. He is going to talk to us about the student self-government at the University of California.

## Student Self-Government at the University of California

*By* T. M. PUTNAM, University of California

Mr. President, I am sorry I did not have the opportunity of being here the last two days and also this morning; in fact, I am more or less lucky to be here even this morning. We who live in and around the Bay District and the rural communities of Stanford and Berkeley sometimes get lost in the metropolitan area of Los Angeles.

I am not familiar with the types of discussions that you carry on in these meetings. I gather from what I have heard in the last half hour that giving me a topic such as "Student Government at the University of California" is merely putting up something to discuss. At least it will give an opportunity for the various members to point out the virtues of their own institutions and their own setups and possibly pick to pieces the one that I am going to give you.

First, I will describe the present situation of the University of California and then give you a little of the historical background showing its development, and then I am going to point out the virtues which you will find in practically every institution where student government exists in the country. I also will point out some of the deficiencies, and then I want to ask your advice about certain things and to have you point out other defects.

The present system of student government at California grew out of the idea of senior control introduced by President Benjamin Ide Wheeler. He started in 1899 and it took him about five years to get the idea of student self-government working. He worked through those years and finally in about 1906 started the system full-blown with the senior control idea, as the central feature.

At present the government is in the hands of an executive committee of fifteen. The students have experimented with their government from time to time and have modified some of its original features. They got the idea that they ought to have representation from the various activities, and so on; so, from the original executive committee of seven seniors, it has grown to fifteen. There is a junior who is chosen in the middle of the year and holds office until the middle of the senior year. He is sort of continuity man. Then there are several council representatives; there is a representative of men's athletics and a representative

of women's athletics; a representative of the publications council, a representative of the debating society, and the presidents of the various classes, except the freshman class. So from a strictly senior control it has grown to include four or five non-seniors.

In addition there is one faculty representative and one alumnus sitting on this committee. The faculty member is appointed by the President and the alumnus is appointed by the Alumni Association.

What authority have they? They run their own affairs pretty largely. The faculty representative has a vote but he acts in an advisory capacity, on most matters. They manage their finances which at California, an institution of 8500 undergraduates, are not inconsiderable. They also maintain a store with a skilled store manager to handle that activity. It does a business of approximately \$350,000.00 a year gross, with profits redistributed to the members of the Association. I am speaking now of their sources of income and the money that they handle. Membership in the association is voluntary and about 85% of the students join. Last year this yielded about \$70,000.00. Athletics is the chief source of income. This amounts to about a half million dollars a year.

One of the main grounds for criticism is that people feel there is too much money there for young people to administer. However, most of the chief critics are broke right now.

Funds are administered by a finance committee on which the comptroller of the university sits at the invitation of the students. The graduate manager and the faculty representative are members and these older members really determine the financial policies of the organization. There are three students who interpret the financial discussion to the executive committee. The executive committee, so far as finances are concerned, really rubber stamps the recommendations of the finance committee. I think, on the whole, the finance committee has made a very creditable showing.

Now, this form of student government might have gone wrong, and I think perhaps that is in the minds of many of you. This system would ordinarily be a dangerous one, if you started out with it, but it has developed, through these thirty years, around individuals and around situations. It has not been predetermined, and the chief thing in favor of it is that it works. I would not be in favor of changing it, that is, insofar as the main features are concerned.

Nothing of major importance is done by this executive committee without the President of the University knowing of it. They ask his advice; they seek it. This would not happen if the President and his immediate administrative family were hostile. When they become hostile, if they ever do, or if the students rebel against anything that the administration does, there probably will have to be a new system devised. But at present there is the closest cooperation and I see no danger.

President Sproul himself was on this executive committee when he was an undergraduate. He knows the background and consequently

there is a sympathetic understanding between the administration and the students.

There is another phase of this that I want to speak about, and that is the disciplinary side of our student government. The machinery for discipline is quite important. There is a Men's affairs committee, consisting of two seniors who were on the committee as juniors, the president of the associated students, and the men's representative, elected by the students at large. These four choose two juniors. I believe there are seven on the committee. The two juniors carry over for two years to give continuity to policies.

All matters of discipline growing out of misconduct, conduct unbecoming a gentleman, you might say in the broad sense, reported by other students or members of the faculty are referred to that board. Through the years there has come about the precedent that certain things are not to be referred but are to go directly to the President's representative, namely questions involving immorality of either men or women. They have asked that those questions not be referred to them but be handled by the university administration. But there are practically no other matters of importance that are not put directly up to these committees. The student committee investigates and makes its recommendations to the President's representative and he, in nine cases out of ten, puts them into effect immediately. They have no authority in themselves. By law the disciplinary responsibility is in the hands of the President of the University, his representatives, the Dean of Women and the Dean of Undergraduates.

Back of all this, when student government was first established, it included the so-called honor system with examinations. To my mind, that is wholly independent of the idea of self-government. But it was saddled on as an integral part of the whole system, and I suppose in President Wheeler's theory it was thoroughly correct. Students were to be on their own good behavior as men and women in examinations, as in everything else. That obviously would hold under such a theory, but I say it could have been kept separate.

Members of the faculty feel they have a responsibility and that their job is to conduct examinations and grade adequately the work of the students. With such a responsibility they feel obligated to see that the examinations are conducted so that the results reflect the thing the grade represents. So there has been more or less friction between the faculty and the students on this question for a good many years.

Presidents Wheeler, Barrows, Campbell and Sproul particularly, feel that the honor system is an integral part of student self-government; that no proctor should be present in the examination rooms and that the students should be on their own responsibility. Well, it does not work satisfactorily. I have never heard of a place where it did. That is a weakness that I wanted to bring out. It does not work—I was going to say 100%, but I ought to put that much lower—75%.

It has come about that the faculty, in a way, is responsible for a situation which prompts cheating, or makes it necessary for a man to get a better mark to stay in. That situation is the grade point system

which appears to be used at all institutions in one form or another. We require so many grade points to graduate, and they struggle to get a C in place of a D, or a B in place of a C. In our medical school we take sixty men each year, and they are chosen primarily on their grades in the essential subjects. There is a weighting arranged, but the pre-medical technical subjects are weighted more than the others and the sixty men that are chosen get in essentially on their grades. They struggle to get into a medical school that is close to home; they struggle to get a teacher's certificate in the same manner. So we have set up these hurdles that mean bread and butter and we make it difficult for the weak students to be honest.

There is a general impression which I have gotten that, since the War up to about 1929, we have not had a social or moral consciousness as keen as when the system was started twenty years ago. People in general do not worry so much about honesty and the other so-called virtues. Students get money from home, and they get automobiles or other rewards if they get good marks, so they slip in a little memorandum and get by. And if they do not get a certain grade the school throws them out. Those are some of the things that bring about a situation which weakens the moral fiber.

If there is any part of this discussion that will lead to a remedy for this condition I would like to hear it. I have wrestled with it a good deal. The students have come to the point where they have invited the faculty to come into the examination rooms, recognizing a joint responsibility in bringing about honesty. They can come in all they want. This is a step ahead.

That is the setup at California. According to some views I have heard advanced, our system will not work. But the answer to that is that it does work. It is working because of certain conditions, and certain people I suppose, the most important being the President, who only suggests and does not dominate. As I said in the beginning, we could not have started out with this system, but it has developed gradually as conditions have changed and the result is what we have now.

President Moore. Here now is your chance to find out some things that we have wondered about. The house is now open for any questions or expression of opinion.

Dean Field: I would like to ask a question: What steps have they taken at the University of California for being sure that the new student body coming in each year is definitely instructed in the traditions of the school and the things that you expect them to do?

Dean Putnam: I intended to speak about that but I felt I was running too long. There is a definite program of orientation lasting four days in which student government and student traditions are stressed by students and members of the faculty. There are meetings for men, meetings for women, and joint meetings, and they devote those four days to getting them started. Freshmen are told what is expected of them; they are told the whole setup and the student organization. The daily paper which comes out five times a week features

out the year at which matters of student government and the honor system are brought up.

Dean Rivenburg: I would be interested to know if the honor system really works in any institution satisfactorily. I have talked with Princeton men. I lived only nine miles from Princeton for a number of years. I think, in the final examinations at Princeton it does work. But I understand that in written work and some other types of work that it does not work successfully. I understand that it works pretty well at the University of Virginia, but in most institutions I think the students want the privileges of the honor system without being willing to take the responsibility of reporting violations.

Dean Hamilton: We have a small institution of 1200 students. At the beginning of the spring term the student senate, which is the body that has charge, walked into the president's office and told him they wanted to be relieved of the discipline in regard to cribbing. We hadn't had a conviction by them during the year up to that date. They gave as their reason: "Under the laws of Montana the faculty are responsible for this sort of thing and we have carried it as long as we want to and we want to be relieved of it." I think we convicted more students of cribbing during the spring term than they had during the past three or four years. The faculty said, "We realize that it is our responsibility and from now on we are going to handle it."

There is one other thing that I want to know about. We have some of these joint committees, committees made up of students and faculty members. A big problem, from my standpoint, is how to get the two parts of the committee to work together in equality, so that the students will feel that they are really taking a part in the work and that they are equal in importance with the members of the faculty.

President Moore: There ought to be any number of responses to Dean Hamilton's questions.

Dean Armstrong: About five or six years ago we inaugurated a system of having our students sit on what we call the Board of Supervision of Student Activities, which is the highest body acting on the extra curricular activities of students. The initial request came in the form of representation without the privilege of voting. We promptly turned that down and told them if they wanted to sit on the Board they would also have to share the responsibility of the Board.

It has been most gratifying. Every year we have found the students willing to take an active part in the supervision of undergraduate affairs and, curiously enough, they have manifested a feeling or responsibility that has not been shared by the members of the student council. There has never been a case where the vote has been a division between the undergraduates and the faculty members. There have been many instances when the group has divided, but the issue, as far as we have been able to judge, has been clearly looked at by the undergraduates irrespective of their undergraduate loyalties. We have had most gratifying results.

Dean Stephens: I would like to ask Dean Putnam two questions. Many of these things. They also have meetings of various kinds through-

I precede the first by the observation that at Washington University there is, in connection with the selection of student officials on student boards, undeniably a large mixture of fraternity politics, to such an extent indeed as to cause many of the selections to be pretty nearly farcical as their real qualification to fill the position they are elected to is concerned. Hence I wonder how the tendency is at California with respect to the keeping under subordination of what I am obliged to think is almost inevitably a tendency for fraternity and sorority politics to manifest itself.

The second question is as to whether the moral authority that I gathered, according to Dean Putnam, is exercised by the university officials headed by the President, regarding prospective determinations of policy by the students, doesn't tend to become the substance of the matter and the real student authority be the shadow?

Dean Putnam: I will answer the last question first: That is not the case at all. That is one of the things that has been avoided. It could easily become the situation, of course. The initiative usually comes from the student body. I cannot recall many cases where the initiative has come from the President on any project. He avoids that attitude.

With regard to the fraternity situation: Of course, fraternities and sororities are always mixing in politics. They usually do not see much beyond their own little groups. I think one of the difficult social features of any institution is this problem. However, it happens that only about 25% of the student body belongs to organizations. There are so many individual groups that they don't wield much influence as a unit. The president of the associated students sometimes is chosen from non-fraternity men. These could easily organize if they had the machinery but they don't seem to run that way. They pick out some chap that seems to have the qualifications and run him. If he happens to be a non-fraternity man he will be more easily elected for that reason. The one we have now is a non-fraternity man but belongs to a local club. Last year the president belonged to a fraternity that happened to be more or less associated with the Y. M. C. A. In the minds of the student body he didn't "play ball with the gang" but he was elected just the same.

The general elections do stir up considerable feeling and discussion. Unfortunately, through the rest of the year the great body of students don't take enough interest in the government. In order to take part they have to be members and of the 85% who belong I presume that only about a quarter take an active interest in some phase of student government.

Dean Cole: We have all heard of the excitable student who sees a couple of students cheating in the class and then goes out to say he is sure that 75% of the students of the university cheat. We also know of the genial affectionate lady professor who says she is sure that not one of her whole class of fifty would think of such a thing.

What are the actual facts? Has there ever been a study that was scientifically made and commanded attention, in some representative university, which showed how many students are cheating? I would like

to get a hold of such a report. Has anybody heard of such a study?

Dean Field: I am not quite ready to answer that last question but I think I can give some information that probably will be of interest in answering that.

We had years ago at Georgia Tech what was known as the honor system in examinations, classroom work and in various other activities. It was introduced first to the senior class, having it granted to them, and working it down until finally the entire school was put on the student honor system.

Following the usual routine when something like that has been accomplished everybody sat back and said, "Now we have done it and from now on we will have an honor system that will work." As a matter of fact, no one followed up the matter with the incoming students who came out of high schools, where they got by as well as they could or in any way.

The only way that you can have an honor system in a school that will work is to have somebody undertake the responsibility of definite instruction, not just for four days or for four weeks, but throughout the entire freshman year in the basic traditions and principles of honor that is expected of them. After years of such instruction you will find if you keep it up, you will be able to put in an honor system that will work.

Dean Rivenburg: Do you still have the honor system?

Dean Field: No, sir, not even among the faculty.

Dean Miller: I think the question was asked about how much students cheated. I doubt if that can be determined in any way with any degree of accuracy. We put out a questionnaire a few years ago to our students. It had a great many questions which they were to fill out and turn in without any possible way to know who filled out the questionnaire. Merely to find out what they would say we asked, as one of the questions: Have you ever cheated in an examination? About 5% filled that out affirmatively. That is, 5% of those that answered and filled out the questionnaire.

Another question was: What would be your estimate of the number of students that cheat? And the answers varied from 1% to 99%. However, the average was just about 5%.

I don't think there is any actual way of checking these figures, yet in my personal opinion, which is based on operation rather than on scientific data, that comes somewhere near being the situation.

Dean Cole: How many replies did you have?

Dean Miller: We had pretty close to 4,000. We didn't try to reach all of them. We reached them in their classrooms and got about 4,000.

Dean Gardner: Dean Cole, I think you will find that in this new book by Dr. Cowley called "The Personnel Bibliographical Index" a great many studies on the honor systems are recorded.

President Moore: I regret to say that in Texas we used to have the honor system but we fell from grace. We found that some of us weren't honest. In fact, some of us began to wonder whether you would be any more honest than the average student group if you were not



restricted by bars at the cashier's window at your bank, and by the traffic cop at the corner to enforce the law. Why demand of immature children often standards that are a little too stiff for us?

It is just time for us to drop into our business session and unless some one is intent on pursuing this matter of honor systems, we will go into our business session.

Whereupon the convention adjourned from the formal program to go into business session.

\* \* \* \* \*

### Business Session

President Moore explained that he had held a sort of combination position of president and secretary of the Association prior to the time Dean Gardner was elected Secretary-Treasurer and desired to make the following financial report:

#### RECEIPTS

Balance on hand .....	\$316.01	
Dues from 71 members .....	710.00	
Sale of minutes .....	1.50	
Sale of pictures .....	27.00	
		<u>\$1,054.51</u>

#### DISBURSEMENTS

Stenographic expense .....	\$ 94.40	
Cost of 50 pictures .....	50.00	
Rental of projection machine .....	6.25	
Printing of minutes, including packing and mailing ....	432.02	
Printing of programs .....	11.00	
Express .....	12.68	
Stenographic work incidental to publication of minutes	25.00	
Postage and telegrams .....	58.83	
Transferred to Dean Gardner for questionnaire .....	150.00	
		<u>840.18</u>
Balance carried forward .....		<u>\$214.33</u>

Following this, President Moore read the financial report of the publication authorized at the last meeting, prepared by Dean Rollins:

#### DISBURSEMENTS

Printing costs .....	\$167.00	
Telephone and telegraph .....	10.00	
Mailing cost .....	8.00	
		<u>\$ 185.00</u>
Brought forward .....		<u>\$ 185.00</u>

#### INCOME

N. A. D. A. M. ....	\$110.00	
Advertising .....	60.00	
Advertising from sale of Banta's publications .....	10.00	
		<u>\$ 180.00</u>
Deficit .....		<u>\$ 5.00</u>

It was moved by Dean Sanders, seconded by Dean Rivenburg, and carried, that a check for \$115.00 be given to defray the cost of publication which would cover the deficit.

Dean Rollins called attention to the fact that if fifty subscriptions were turned in for Banta's Greek Exchange, \$25.00 would be credited to the Association for the magazine.

Dean Gardner reported on the \$150.00 turned over to him for his work as follows:

Printing and mimeographing .....	\$ 60.17
Postage .....	63.77
Incidentals .....	.85
Total .....	<u>\$124.79</u>

President Moore then asked for a motion accepting the financial report, which was given in three parts. It was moved by Dean Bursley, second by Dean Field, that the report be accepted. Motion carried.

The report of the Resolutions Committee was called for and Dean Field presented the following resolutions:

#### RESOLUTION:

Thomas Arkle Clark. Prince of God, friend of man, with character above reproach; whose life has inspired many a youth as well as coworker to a new effort; whose kindly smile served many times to sweeten the bitter. Dean Clark devoted a life to the service of his fellows and he will live on in those whom he has so marvelously served. In his departure the members of the National Association of Deans and Advisers of Men have lost a great counselor, a cheerful coworker and a wonderful friend. We extend to his family our deepest sympathy and beseech the comfort of the Divine Father in their bereavement.

It was moved by Dean Field, seconded and carried, that this resolution be spread on the minutes and a copy sent to Mrs. Clark.

#### RESOLUTION:

The fourteenth convention of the National Association of Deans and Advisers of Men is coming to a close. Many important subjects have been discussed and through the careful and efficient planning of our Executive Committee and the Deans of the Los Angeles colleges, everything has been most efficiently done for both the comfort as well as for the entertainment of those in attendance. Hence it is fitting and proper at this time to present the following as an indication of the appreciation of the members of this Association:

1. That we express to Dean Moore and his associates of the Executive Committee our hearty thanks and commend them for the wonderful progress made in the project during this year.
2. That we thank the University of California at Los Angeles for the comfort and hospitality of their buildings, for the beautiful reception

of last evening and to Deans Miller and Stone, and their gracious wives, our sincere appreciation for their many wonderful courtesies to us and our wives.

3. That we thank Pomona College and the University of Southern California for their hospitality.

4. That we ask our Executive Committee to "carry on" in the projects already begun; i. e. publication, history and research and scope of the works of deans of men.

Moved by Dean Bursley, seconded by Dean Zumbrunnen, that the report of the Resolutions Committee be accepted. Motion carried.

President Moore then called upon Dean Gardner to present the report of the Executive Committee.

Dean Gardner reported that the Executive Committee recommended to the Association that there be no summer conference next summer of the Association, the action upon that matter to be deferred until a later date. Moved by Dean Field, seconded by Dean Stephens, put to a vote and carried, that this recommendation be adopted.

The second recommendation reported by Dean Gardner was that the Association adopt a constitution. After discussing it article by article, the following constitution was formally adopted by the Association:

## CONSTITUTION OF THE NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN

### ARTICLE I

The name of this organization shall be the National Association of Deans and Advisers of Men.

### ARTICLE II

The purpose of the Association is to correlate and study the most effective methods of service in the field of student welfare for men.

### ARTICLE III

SECTION 1. Any educational institution shall be eligible to apply for membership.

SECTION 2. An institution may become a member of the Association upon acceptance of its application by the Executive Committee and upon payment of dues.

SECTION 3. The dues shall be ten dollars (\$10.00) per year payable October first of each year.

SECTION 4. Membership in the Association shall include full voting power for the voting delegate (if in attendance at the annual meeting) and shall entitle the institution to receive the regular publications of the Association.

SECTION 5. A member institution shall be entitled to one vote at the annual meetings, but may send as many delegates as it wishes.

## ARTICLE IV

SECTION 1. The officers of the Association shall be a President, Vice-President and Secretary-Treasurer, charged with the duties usually ascribed to such officers.

SECTION 2. The President and Vice-President shall serve from the time of election at the annual meeting until the election of new officers at the next annual meeting.

SECTION 3. The Secretary-Treasurer shall serve from the time of election at the annual meeting until the election of a new officer at the third following annual meeting.

SECTION 4. The editor of the Association's publications shall be appointed by the incoming President with the approval of the Executive Committee at the annual meeting to serve until a new officer is appointed at the third following annual meeting.

SECTION 5. There shall be an Executive Committee consisting of the President, Vice-President, Secretary-Treasurer, the immediate past President, the editor of the Association's publication and two other members appointed by the incoming President to serve from the annual meeting at which they are appointed until the appointment of two new members at the next annual meeting.

SECTION 6. The Executive Committee shall have full power to act in matters specifically delegated to it by the Association.

SECTION 7. A quorum of the Executive Committee shall consist of a majority of the members.

## ARTICLE V

SECTION 1. There shall be an annual meeting at which the general business of the Association shall be transacted.

SECTION 2. The place of the annual meeting shall be decided by a vote of the Association.

SECTION 3. The time of the annual meeting shall be determined by the Executive Committee unless it is otherwise ordered by the Association.

## ARTICLE VI

This constitution may be amended by a two-thirds vote of the members present at an annual meeting.

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Dean Gardner moved that the minutes be printed, as usual, in a separate bulletin of as many copies as necessary, and the Counselor be printed at least once, and two issues to be gotten out if finances permit—the whole matter to be left to the discretion of the Executive Committee. Seconded by Dean Bursley and carried.

Dean Gardner then brought up the matter of the histories of deans, and President called upon Dean Sanders to report on that matter.

Dean Sanders (Ohio Wesleyan): I don't know what the Association wants. I assume that some one will write a biography of Dean Clark. My thought is, following our survey of the functions of Deans of Men, which is now practically completed, we should prepare a functional study of the work of these pioneer deans, as some of us have chosen to call them.

It seems to me that such a volume would be invaluable for any Dean of Men and that it would be helpful to those who are looking forward to this work.

If that is what you want, and the Executive Committee wishes me to go ahead with it, I shall proceed on that basis.

If you want something else, I am not sure that I am interested in it. It seems to me that this ought to be built around the functions of the dean rather than upon a biographical study. I will do anything that you want me to do that I can do. On the other hand, I shall not feel that I have been given a kick if the Association differs from me on this point.

I am quite certain in my own mind that whoever does the work must travel some, and that will cost money.

There is another phase of this: It is possible that we ought to have a composite publication; that some one should be charged with the responsibility of seeing to it that certain men in the Association assume responsibility for the preparation of a portion of the book centered around one or more of these functions; and that the editor of the book should bring all that material together and put it out as a composite publication.

That is all the report I have.

Dean Zumbrunnen suggested that this matter be deferred until the next annual meeting at which time a further report would be forthcoming from the investigations of the functions of Deans of Men. Dean Sanders recommended that the matter should be referred to the Executive Committee with the understanding that during the year the Executive Committee will explore the paths further with a view to determining what should be done and how to go about it. It was moved by Dean Bursley, seconded by Dean Field, that this be done. Carried.

At this point Dean Armstrong tendered his resignation as being in charge of the Counselor. Moved by Dean Gardner, seconded by Dean Field, that it be accepted. Motion carried.

President Moore then called for the report of the Committee on Time and Place of Next Meeting and Nomination of Officers.

Dean Bursley reported that the committee recommended that the invitation of Ohio State University, at Columbus, Ohio, be accepted. Moved by Dean Field, seconded by Dean Gardner, that the invitation be accepted. Motion carried.

The committee nominated the following officers:

For President—Dean C. E. Edmondson, Indiana University.

For Vice-President—Dean J. A. Park, Ohio State University.

For Secretary-Treasurer—Dean D. H. Gardner, University of Akron.

There being no further nominations from the floor the above named officers were elected.

President Moore expressed his appreciation for the success of the convention and thanked the assemblage for their cooperation and attendance during the convention.

Following President-elect Edmondson's speech of acceptance, the convention adjourned at 12:20 p.m.

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## APPENDIX

- A. Roster of Those in Attendance.
- B. Roster of Ladies' Group.
- C. Motion of the Ladies' Organization.
- D. Summary of Previous Meetings.

# APPENDIX A

## Official Roster of Those in Attendance

<i>Name</i>	<i>Institution</i>
Armstrong, Jas. W. ....	Northwestern University
Ashworth, Wm. ....	State Teachers College, Santa Barbara
Bacon, Francis ....	University of Southern California
Bailey, Don ....	100 Land Title Bldg., Philadelphia, Pa.
Bose, Roy G. ....	California Christian College
Bursley, J. A. ....	University of Michigan
Carlson, Harry ....	University of Colorado
Cole, G. H. ....	University of Redlands
Coons, Arthur G. ....	Occidental College
Corbett, L. S. ....	University of Maine
Corson, J. H. ....	College of the Pacific
Culver, Geo. B. ....	Stanford University
Edmondson, C. E. ....	Indiana University
Field, Floyd ....	Georgia Institute of Technology
Frey, Fred C. ....	Louisiana State University
Gardner, D. H. ....	University of Akron
Greenleaf, Walter J. ....	U. S. Office of Education
Hamilton, J. M. ....	Montana State College
Helser, M. D. ....	Iowa State College
Hubbard, L. H. ....	Texas State College for Women
Jones, J. S. W. ....	Washington College, Md.
King, Albion R. ....	Cornell College, Mt. Vernon, Iowa
Lobdell, H. E. ....	Massachusetts Institute of Technology
Lovitt, W. V. ....	Colorado College
Miller, Earl J. ....	University of California at Los Angeles
Moore, V. I. ....	University of Texas
Morrow, Carl ....	State College of Washington
Nicholl, Wm. E. ....	Pomona College
Norton, J. H. ....	Sacramento Junior College
Putnam, T. M. ....	University of California, Berkley
Reed, Leslie I. ....	Iowa State Teachers College
Rivenburg, R. H. ....	Bucknell University
Rollins, J. L. ....	Northwestern University
Sanders, W. L. ....	Ohio Wesleyan
Smith, Maxwell A. ....	University of Chattanooga
Stephens, G. W. ....	Washington University, St. Louis
Stone, Hurford E. ....	University of California at Los Angeles
Walter, L. T. ....	Los Angeles Junior College
Watson, Carl G. ....	South Dakota School of Mines
Zumbrunnen, A. C. ....	Southern Methodist University



## APPENDIX B

### Roster of Ladies' Group

Mrs. James W. Armstrong	Mrs. J. M. Hamilton
Mrs. William Ashworth	Mrs. L. H. Hubbard
Mrs. Roy G. Bose	Mrs. W. V. Lovitt
Mrs. J. A. Bursley	Mrs. Earl J. Miller
Mrs. L. S. Corbett	Mrs. V. I. Moore
Mrs. C. E. Edmondson	Mrs. Wm. E. Nichols
Mrs. Floyd Field	Mrs. Hurford E. Stone
Mrs. D. H. Gardner	Mrs. Carl G. Watson

## APPENDIX C

A motion passed by the wives of the Deans, July 27, 1932, "that we express our sincere appreciation to Mrs. Miller, Mrs. Stone, and Mrs. Nichols for their many courtesies during our visit and request that this motion be incorporated in the minutes of the National Association of Deans and Advisers of Men."

## APPENDIX D

### Summary of Previous Meetings

The first two meetings were held in 1919 and 1920 and resulted from the initiative of several deans in the Middle West. The conferences were informal and no publication was made of the minutes.

Meeting	Present	Place	President	Secretary
3rd	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4th	20	Lexington, Ky.	E. E. Nicholson	S. H. Goodnight
5th	17	Lafayette, Ind.	Stanley Coulter	E. E. Nicholson
6th	29	Ann Harbor, Mich.	J. A. Bursley	E. E. Nicholson
7th	31	Chapel Hill, N. C.	Robert Reinow	F. F. Bradshaw
8th	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9th	43	Atlanta, Ga.	Floyd Field	F. F. Bradshaw
10th	50	Boulder, Colo.	S. H. Goodnight	F. M. Dawson
11th	75	Washington, D. C.	G. B. Culver	V. I. Moore
12th	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13th	83	Knoxville, Tenn.	W. L. Sanders	V. I. Moore
14th	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner

The next meeting will be held at Columbus, Ohio, in the spring of 1933.